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ABSTRACT

"Secondary School Offerings" provides a brief annotated outline of the general education courses offered in two middle units and one senior unit in the Cherry Creek Schools during 1971-72. The purpose of this summary is to supply a guide for new staff members, interested students, and parents. An overall instructional goal is to individualize instruction by whatever means possible. The schools are therefore given the latitude to develop teaching strategies and to organize the school day most appropriate to meet these ends. A major portion of the publication is devoted to course descriptions of the Campus Upper Unit for grades 9 through 12 which is organized on a modular schedule--each module being 25 minutes in length with a total of 16 modules in the school day. The West Middle Unit and the Campus Middle Unit for Grades 7, 8, and 9 are on a "floating period" schedule. Four large blocks of time make up the student's day allowing each student to operate on a different time schedule each week. Cherry Creek Middle Unit is structured on a non-graded basis. Unit descriptions are given on English, social studies, mathematics, science, foreign language, fine arts, practical art and vocations, physical education and special course offerings. Information for each subject is given on course structure, objectives, methods, requirements, credit, and bibliography. (Author/SJM)

ED 063183

Curriculum Development Series No. 6-1

COURSE OUTLINES FOR SECONDARY SCHOOL OFFERINGS

SO 002489

THE CHERRY CREEK SCHOOLS
METROPOLITAN DENVER, COLORADO

TALL AS THE MOUNTAIN!

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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COURSE OUTLINES
FOR
SECONDARY SCHOOL OFFERINGS

REVISED EDITION

Cherry Creek Schools
4700 South Yosemite
Englewood, Colorado 80110

1971 - 1972

Cherry Creek Schools
Metropolitan Denver, Colorado

1971

Board of Education

Arthur Thad Smith
Robert G. Wilson
Mary East
Marion D. Winter
Gerald Krantz

Edward C. Pino
Superintendent

OUR GOAL —
EXCELLENCE!

CHERRY CREEK SCHOOLS

Office of the Superintendent and the Board of Education
4700 South Yosemite Street
Englewood, Colorado 80110
(303) 771-1184

July 21, 1971

Dear Reader:

This publication entitled: Secondary School Offerings provides a brief annotated outline of the courses offered in our middle and senior units. Its purpose is to provide a guide particularly to new staff members as well as information to interested students and parents.

By necessity this edition will need much refinement and improvement as time goes by. Staff members therefore have both the opportunity and the responsibility to review this publication and to offer suggestions for its improvement.

The undersigned would like to take this opportunity to thank the many, many staff members who contributed to this publication, as well as to the members of the management team for their critical review of the initial material submitted by the staff. Good reading!

Yours sincerely,

Edward C. Pino

Edward C. Pino
Superintendent

1966-1967 National Bellamy Flag Award • 1966-1967 National Encyclopaedia Britannica Library Award • 1966-1967 Pacemaker Award for Colorado • 1967-1968 National School Management Merit Award for Teacher Recruitment • 1967-1968 AAPT National Award for Outstanding Programs in Physics • 1967-1968 NEA-Thom McAn National School Board Award • 1967-1968 National School Facilities Cleanliness Award • 1968-1969 Freedoms Foundation Principal School Award • 1968-1969 CCEA-NEA Award of the Month • 1968-1969 AASA National Building Design Award • 1969-1970 AASA National School Building Award • 1970 National Freedom Foundation Award • 1970-1971 Instructor Magazine National Noteworthy School Award

FORWARD

WE WOULD LIKE TO GRATEFULLY ACKNOWLEDGE THE GOOD AND HARD WORK OF ALL WHO CONTRIBUTED SIGNIFICANTLY TO THIS PUBLICATION

Dr. Walter L. Armistead,- Director, Secondary Education

Dr. Donald Goe - Secondary Headmaster (9 - 12)

Mr. Bernie Ryan - Secondary Headmaster (7 - 8)

Mr. James Brinkopf - Secondary Headmaster (7 - 8)

and their instructional staffs

Coordination and Production

Sylvia Brenneis

GENERAL COMMENTS

The Cherry Creek Schools' publication - COURSE OUTLINES FOR SECONDARY SCHOOL OFFERINGS - (Interim Edition) is designed for, but not limited to:

1. An exercise for each instructor and/or department to carefully analyze each course and develop comprehensive materials;

2. Provide teachers new to the system with materials to provide instructional guidelines, course by course, which they will be teaching;

3. A summary of course offerings and description of the same for Public Relations and recruitment purposes.

Each of the three secondary schools of the Cherry Creek School District is subscribed to the same basic instructional goal - individualizing instruction by whatever means possible. To achieve this goal, the secondary schools are given the latitude to develop teaching strategies and organizing the school day most appropriate to their own capabilities. As a result, the Campus Upper Unit is organized on a modular schedule and the West Middle Unit and the Campus Middle Unit are on a "floating period" schedule.

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1971-72 SECONDARY Curricular O

CHERRY CREEK SCHOOL DISTRICT NUMBER 5

LEVEL	SEVENTH	EIGHTH	NINTH	TENTH	
English	English: An oral approach in the teaching of the English language.	English: The basis for this course is reading, writing, speaking and listening skills.	English 9 - Required Basic Skills, English, Journalism I, Speech I, Speech II, Debate-Forensics	Basic Skills English English 10 - Required Journalism I, II, III Speech I, Speech II, Debate-Forensics	Basic Engli Compa Creat Busin Journ Debat Annua Liter Cri World
Mathematics	Mathematics: Includes the following: Study of the Base Ten Number System; Operation with Rational Numbers; Introduction to Nonmetric Geometry; Factorization, Ratio, Proportions, Per Cents, Simple Equations. Required.	Mathematics: An extension of topics presented in 7th grade mathematics. Required. Algebra I.	Fundamental Mathematics Mathematics I - Required Algebra I-A, I Geometry	Fundamental Mathematics Mathematics II Algebra I-A, I-B, I, II Geometry	Funda Mathe Algeb Geome Trigo Colle Mathe
Science	Biology: Designed for the 7th grade student. The course is an attempt to have him gain a better understanding of living things. Required.	Earth Science: A study of the physical structure of the planet we live on and its relationship to outer space. Required.	Physical Science: A laboratory course that investigates the following: Mass & Density; Characteristics of Matter; Solutions & Mixtures; Fractional Distillations; Radiation. Required.	Biology I Principles of Chemistry Theoretical Chemistry	Biolo Genera Princi Theore Genera Physic Engine Curri Human
Social Studies	Social Studies: The course content of this subject concentrates in the following areas: Geography; Climate Study; Archaeology; Anthropology; English History; Political Science; Economics. Required.	Economics Anthropology Required.	U.S. History Required.	Western Civilization: A full-year subject studying the growth of our Western Civilization.	Ameri Psych Socio USSR Far E Latin Cultu Inter
Foreign Language	Beginning Spanish French: A continuation of the elementary school program.**	Beginning Spanish Intermediate Spanish Beginning French Intermediate French	Beginning Spanish Intermediate Spanish Advanced Spanish Beginning French Intermediate French Advanced French Latin I Elementary German	French I, II, III, IV, V Spanish I, II, III, IV, V Latin I, II, III, IV, V German I, II, III, IV, V Russian I	Frenc Spani Latin Germa Russi
Physical Education	All physical education activities are presented to the 7th and 8th Physical Education (boys), Physical Education (girls) and gymnastics level students. Progression from each level is provided by refinement of activities and skills. A wide variety of activities is offered to meet individual needs. ----------------------------Required-------------------------			Physical Education (Boys) Modern Dance (Girls) Physical Education (Girls): Tennis, Modern Dance, Field Hockey, Gymnastics, Archery Volleyball, Golf, Basketball, Softball.	Physi Weigh Gymna Physi Tenni Hocke Volle Softb
PRACTICAL ARTS (Continues on next page)	OCCUPATIONAL CAREER PROGRAMS			Vocational Agriculture, I Ornamental Vocational Agriculture I Photography	Vocat III Ornam Agric Cosme Major Media Coope Photo Data

rricular Offerings

CHERRY CREEK CAMPUS MIDDLE UNIT
CHERRY CREEK CAMPUS UPPER UNIT
CHERRY CREEK WEST MIDDLE UNIT

ICT NUMBER 5

METROPOLITAN DENVER, COLORADO 80110

	TENTH	ELEVENTH	TWELFTH	COMMENTS
, I,	Basic Skills English English 10 - Required Journalism I, II, III Speech I, Speech II, Debate-Forensics	Basic Skills English English 11 - Required Comparative World Literature* Creative Writing* Business English* Journalism I, II, III Debate - Forensics Annual Staff I, II Literature of Social Criticism World Drama	Basic Skills English English 12 Comparative World Literature* Creative Writing World Drama Business English* Journalism I, II, III Debate-Forensics Humanities* Annual Staff I, II Literature of Social Criticism	*One semester course Graduation Requirement: 4 units in grades 9, 10, 11 and 12. English 11 and 12 are sectioned by achievement level. English 12 is divided into twelve one-semester courses. Refer to Registration Guide for each course description.
cs red	Fundamental Mathematics Mathematics II Algebra I-A, I-B, I, II Geometry	Fundamental Mathematics Mathematics II Algebra I, II Geometry Trigonometry* College Algebra* Mathematical Analysis	Fundamental Mathematics Mathematics II Algebra I, II Geometry Trigonometry* College Algebra* Mathematical Analysis Calculus	*One semester course One unit of Mathematics must be earned in Grades 10, 11 or 12. Some Algebra II classes utilize time sharing computer terminals. ECCP interdisciplinary course involves Mathematics as well as Science
laboratory tes the nsity; tter; Fractional ion.	Biology I Principles of Chemistry Theoretical Chemistry	Biology General Chemistry Principles of Chemistry Theoretical Chemistry General Physics Physics (PSSC) Engineering Concepts Curriculum Project(ECCP) Human and Nonhuman Ecology	Biology I, II General Chemistry Principles of Chemistry Theoretical Chemistry General Physics Physics (PSSC) Science Seminar Human and Nonhuman Ecology Engineering Concepts Curriculum Project (ECCP)	Biology I classes are sectioned by achievement level. All Science courses are full-year subjects. One unit of Science is required in Grades 10, 11 or 12 if not earned in Grade 9.
	Western Civilization: A full-year subject studying the growth of our Western Civilization.	American History Psychology* Sociology* USSR History* Far Eastern History* Latin American History Cultural History International Relations	Psychology* Sociology* USSR History* Comparative Economic Systems* Comparative Political Systems* Far Eastern History* Social Studies Colloquium* American History	*One semester course All Western Civilization and American History courses are sectioned according to student's ability. 2½ units of credit in Social Studies are required in Grades 9, 10, 11, 12.
	French I, II, III, IV, V Spanish I, II, III, IV, V Latin I, II, III, IV, V German I, II, III, IV, V Russian I	French I, II, III, IV, V Spanish I, II, III, IV, V Latin I, II, III, IV, V German I, II, III, IV, V Russian I	French I, II, III, IV, V Spanish I, II, III, IV, V Latin I, II, III, IV, V German I, II, III, IV, V Russian I	**The elementary part of the program has been suspended for school years 1968-72. French: Elective beginning in Grade 7. French and Spanish are sectioned by achievement levels in Grades 10-12. Refer to the Registration Guide for detailed description of level.
	Physical Education (Boys) Modern Dance (Girls) Physical Education (Girls): Tennis, Modern Dance, Field Hockey, Gymnastics, Archery Volleyball, Golf, Basketball, Softball.	Physical Education(Boys) Weight Training(Boys) Gymnastics(Girls, Boys) Physical Education(Girls): Tennis, Modern Dance, Field Hockey, Gymnastics, Archery, Volleyball, Golf, Basketball, Softball.	Modern Dance (Girls) Physical Education(Girls): Tennis, Modern Dance, Field Hockey, Gymnastics, Archery, Volleyball, Basketball, Softball Physical Education (Boys)	Two units of Physical Education must be obtained; one in grades 9 or 10 and one in 11 and 12.
MS	Vocational Agriculture, I Ornamental Vocational Agriculture I Photography	Vocational Agriculture I, II III Ornamental Vocational Agriculture I, II Cosmetology Major Appliance Repair I Media Aide I Cooperative Career Development Photography Data Processing Program	Vocational Agriculture I, II III Ornamental Vocational Agriculture I, II Cosmetology Major Appliance Repair I, II Media Aide I, II Cooperative Career Development Photography Data Processing Program Child Management Specialist Nurse's Assistant Health Careers	Occupational Career Programs can be offered by either Southeast Metropolitan Board of Cooperative Services or Cherry Creek Schools

LEVEL		SEVENTH	EIGHTH	NINTH	TENTH
PRACTICAL ARTS	Business		Personal Typing	Personal Typing* Typing I, II* General Business*	Personal Typing* Typing I, II* Typing III/Business Machines Accounting Business Math* Notehand General Business* Shorthand I,II*
	Home Economics	Home Economics: An introductory course which includes Grooming, Selection and Care of Your Clothing.	Home Economics:* The Course includes: Foods, Efficient Use of Time	Home Economics Today: Elective course. It is suggested that a girl take this course is she plans to take further mini courses, or Human Resources in the Upper Unit.	Home Economics Today: Textiles, clothing Individual development Food and people Personal Environment Human Resources: mini courses
	Agri-culture	Agriculture: First offered in Grade 9.	Agriculture: First offered in Grade 9.	Agriculture Science: A full year course open to both boys and girls--nonvocational	Vocational Agriculture I**
	Industrial Education	Mechanical Drawing (Boys):* Required. Electricity, metals and power mechanics (Boys & Girls).	Woodworking (Boys):* Crafts, Woodworking and Drafting (Boys & Girls). Required.	Crafts I Woodworking Exploratory Metalworking Electronics Mechanical Drawing	Crafts I Woodworking Cabinet Making Metalworking I Electronics I, II Mechanical Drawing Engineering Drawing Beginning Jewelry Exploratory Metalworking Precision Metalworking Minor Auto Tune-up Major Auto Tune-up Architectural Drawing
FINE AND PROFESSIONAL ARTS	Art	Art:* An introduction to art using line, color, shape, value and texture. Required.	Art: A continuation of creative problem solving using art elements and principles. Required.	Basic Design: Drawing and painting, interior design commercial art, sculpture and ceramics.	Basic Design Art History Seminar Advanced Ceramics Basic Design Sculpture & Ceramics Interior Design Watercolor & Mixed Media Drawing & Painting Graphics & Commercial Art Printmaking Commercial Art
	Music	General Music Beginning Band or Orchestration Concert Band Symphonic Band Orchestra	Chorus Beginning Band or Orchestration Concert Band Symphonic Band Stage Band Orchestra	Choralettes Modern Choir Beginning Band Concert Choir Stage Band Symphonic Band Orchestra Concert Band Marching Band Voice Training Music History Girls' 21 Training Orchestra Concert Orchestra	Modern Choir Choralettes A Cappella Choir** Girls' 21 Voice Training Music History Concert Band Symphonic Band Marching Band Stage Band** Training Orchestra**
	Speech Drama				Introduction to Drama Speech I,II Modern Dance

1. All seventh and eighth grade subjects are required with the exception of Foreign Language and Music. All courses taken and credits earned in the ninth grade are accepted and recorded on the high school permanent record.

2. A minimum of nineteen (19) units of credit are required in grades 9, 10, 11, and 12 for graduation from Cherry Creek Campus Upper Unit. (A unit is earned by one full year or two semesters of successful study in a course.) Students are encouraged to exceed this minimum by taking full advantage of the many electives and special interest courses available in the high school program but not to exceed a maximum of twenty-eight (28) credits during the last four years of high school experience. Minimum specific requirements in grades 9, 10, 11, and 12 include: 4 units in English (English 10 and 11 are required); 2½ units in Social Studies; 2 units in Mathematics; 2 units in Physical Education; 1 unit in Vocational Education, Industrial Education or Fine Arts; 1 unit in Science (this unit may be earned in Grade 9 by Physical Science); and one experience in Community Service Programs.

3. Paid work, Non-paid Service, Teaching Assistant and Exchange
at the last three levels.

4. Driver Education (a semester subject) is open to all student
who are 15½ years old or older.

5. 12th Grade students may earn credit by assuming the responsib
approval) in the following areas: Student Librarians, Office
Assistants, Physical Education Assistants, Teaching Science i
Elementary and Middle Unit Teaching Assistants, Upper Unit Te
through the Mutually Aided Learning Project (MAL), Independen
community service through Educational Participation in Commun

6. 11th Grade students may obtain extra credit as: Student Libr
ants, Science Lab Assistants, Physical Education Teacher Assi

	TENTH	ELEVENTH	TWELFTH	COMMENTS
	Personal Typing* Typing I, II* Typing III/Business Machines Accounting Business Math* Notehand General Business* Shorthand I,II*	Personal Typing Typing I, II Typing III/Business Machines General Business* Shorthand I, II, III Notehand Accounting Transcription Sales & Marketing Business English* Consumer Economics * Business Law Business Mathematics Business Data Processing	Personal Typing Typing I, II Typing III/ Business Machines General Business* Shorthand I, II, III Notehand Accounting Transcription Business English* Consumer Economics* Business Distributive Education** Business Office Occupations Business Law Business Mathematics Business Data Processing	*One semester course **Distributive Education and Office Occupations: Students will spend three hours per week in the classroom and a minimum of 15 hours per week in on-the-job training. One unit in Fine Arts, Vocational Education or Industrial Education is required for graduation.
ve a plans or	**Home Economics Today:** **Textiles, clothing** **Individual development** **Food and people** **Personal Environment** **Human Resources: mini courses**	**Home Economics Today** **Textiles, Clothing** **Bachelor Survival (Boys)** **Career Girl** **Food and People** **Individual Development** **Human Resources** **Mini Courses**	**Human Resources:** **Mini Courses** **Personal Development**	***One semester course** **Home Economics: Required of all 7th and 8th grade girls.** **Human Resources mini courses available (2 and 4 week) at the 9th-12th grade levels.**
	Vocational Agriculture I**	Vocational Agriculture I** Agricultural Mechanics Agricultural - Business Occupations***		**Two (2) Unit Course ***Three (3) Unit Course
	Crafts I **Woodworking** **Cabinet Making** **Metalworking I** **Electronics I, II** **Mechanical Drawing** **Engineering Drawing** **Beginning Jewelry** **Exploratory Metalworking** **Precision Metalworking** **Minor Auto Tune-up** **Major Auto Tune-up** **Architectural Drawing**	**Crafts I, II** **Woodworking** **Cabinet Making** **Creative Jewelry Making** **Workshop in Precision Metals** **Exploratory Metalworking** **Metal Working**	**Electronics I, II, III** **Mechanical Drawing** **Engineering Drawing** **Vocational Auto Mechanics** **Automotive Specialist** **Minor Auto Tune-up*** **Major Auto Tune-up***	***One semester course** **One unit in Fine Arts, Vocational Education or Industrial Education is required for graduation.**
	Basic Design Art History Seminar Advanced Ceramics Basic Design Sculpture & Ceramics Interior Design Watercolor & Mixed Media Drawing & Painting Graphics & Commercial Art Printmaking Commercial Art	Art History Seminar Advanced Ceramics Basic Design Drawing & Painting Commercial Art Sculpture & Ceramics Interior Design Watercolor & Mixed Media Graphics & Commercial Art	Art History Seminar Advanced Ceramics Basic Design Sculpture & Ceramics Interior Design Watercolors & Mixed Media Drawing & Painting Graphics & Commercial Art Printmaking	*One semester course Basic Design: Prerequisite for all Upper Unit students planning to take other art courses.
	Modern Choir **Choralettes** **A Cappella Choir**** **Girls' 21** **Voice Training** **Music History** **Concert Band** **Symphonic Band** **Marching Band** **Stage Band**** **Training Orchestra****	**Stage Band**** **Training Orchestra** **Concert Orchestra** **Music Theory** **Concert Band** **Symphonic Band** **Marching Band** **Stage Band** **Orchestra** **Choralettes** **A Cappella Choir** **Girls' 21** **Mixed Ensemble** **The Meistersingers **** **Music Theory I, II** **Voice Training** **Music History**	**Mixed Ensemble**** **A Cappella Choir**** **Choralettes** **Voice Training** **Girls' 21**** **Concert Band** **Symphonic Band** **Marching Band** **Stage Band** **Orchestra** **The Meistersingers**** **Music Theory I,II** **Music History**	****Open to students by audition only.** **One unit in Fine Arts, Vocational Education or Industrial Education is required for graduation.**
	Introduction to Drama Speech I,II Modern Dance	Introduction to Drama Forensics Acting I Stagecraft I Modern Dance Speech I, II	Introduction to Drama Debate Forensics Stagecraft I Modern Dance Theater Production Concepts Speech I, II	

rvice, Teaching Assistant and Exchange Opportunities are available
els.

emester subject) is open to all students in the upper unit
or older.

y earn credit by assuming the responsibility (with teachers'
wing areas: Student Librarians, Office Assistants, Science Lab
ducation Assistants, Teaching Science in the Elementary Schools,
Unit Teaching Assistants, Upper Unit Teaching Assistants
ided Learning Project (MAL), Independent Study Courses and by
ugh Educational Participation in Communities (EPIC).

y obtain extra credit as: Student Librarians, Office Assist-
istants, Physical Education Teacher Assistants.

7. 10th Grade students may obtain extra credit as Student Librarians.

8. A wide selection of extracurricular activities are available: Athletics, Music, Publications, Photo Staff, Seminars, Student Government and various Interest and Service Clubs. Some of these earn partial credit for the participants.

9. Summer school is offered for six weeks at the secondary level (Grades 7-12).

10. Cooperative Vocational Agriculture offered to students in Grades 9-12 and Distributive Education as well as Office Occupations offered to 12th Grade students are programs specifically designed to prepare students for employment. The Distributive Education and Office Occupations programs are supervised work-experience programs as well as classroom subjects.

11. Individual deviations for specific educational reasons from specified requirements for graduation are considered and recommended for approval or disapproval by a Graduation Requirements Review Committee.

CHERRY CREEK CAMPUS UPPER UNIT

Principal-Headmaster:	Dr. Donald Goe
Activities:	Mr. Kirby Lyle
Registrar:	Mr. Jack Reeves
Dean of Students:	Mr. Ray Ward
General Curriculum:	Miss Lucile Whisenant
Pupil Services:	Mr. Lyle Johnson
Off-campus Activities:	Mr. Al Thompson

The daily class schedule of the Cherry Creek Campus Upper Unit is organized on the modular schedule plan with each module being 25 minutes in length. There is a total of 16 modules in the regular school day.

Cherry Creek Campus Upper Unit
9300 East Union Avenue
Englewood, Colorado 80110

BASIC SKILLS ENGLISH
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of English. This is a basic English course for students who are unable to make satisfactory achievement in regular English courses. Entrance into this course will be at the specific recommendation of the counselor.

II. Objectives:

The course is designed to: 1) Improve communication skills; and 2) help in developing confidence through mastery of fundamental skills.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) classroom discussions; 3) instructor lectures; 4) field trips; 5) independent work - one project each quarter; 6) use of audio-visual materials; 7) one instructor-student conference per quarter; and 8) outside speakers.

IV. Requirements:

A student is required to: 1) Complete all assigned homework designed to develop fundamental skills; 2) participate in class discussiona; and 3) complete quarter projects as assigned.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials is available for individual and group work.

ENGLISH 10
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grade 10 who wish to study in the area of English. English 10 is a foundation course in composition and literature which encompasses basic proficiencies in four skills: Reading; writing; speaking; and listening. The composition phase includes units in the following: Review of grammar and mechanics; manuscript form and basic library and research procedures; vocabulary development; practice in sentence construction and reading improvement. Special attention will be given to the writing of narration, description, and basic exposition, most often in conjunction with literary materials. The literaurre will include an in-depth study of literary types: Novel; drama; poetry; the essay; and, to a lesser extent, the short story. Emphasis in this phase will be placed upon understanding each literary type and upon techniques of analysis with which the student may approach and understand these types in subsequent courses. Speaking and listening skills will evolve from oral presentations concerning both literature and composition.

II. Objectives:

The course is designed to: 1) Provide an opportunity for individual student involvement in academic achievement so that each student is known by his work and participation; 2) provide student initiative on all levels for determining needs and evaluation criteria, subjectively as well as objectively; and 3) encourage individual responsibility for creative as well as academic achievement.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings which include; 2 dramas, 5 novels, 1 non-fiction, 1 poetry anthology, and 2 short story anthologies; 2) class discussions using group combinations consisting of small groups and split class constituents; 3) instructor lectures; 4) field trips; 5) independent work organized on the credit system. Student responsibility entails correction and registration of regular assignments and the completion of one special project each quarter. The topic will be chosen by the student. A feature of this exercise is that it constitutes communication to the student's classmates; 6) use of audio-visual materials; and 7) instructor-student conferences at least once per month.

IV. Requirements:

A student is required to: 1) Complete assigned readings as determined in accordance with the needs, motivation and interests of each individual; 2) write essays to be determined in accordance with the individual and the initiative displayed by each student; 3) participate in laboratory situations which consist of special appearances before the entire sophomore class for the presentation of projects; and 4) participate in class discussions which will be accommodated in small groups and provision will be made through the use of inductive teaching in normal class situations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

NOVELS:
- The Pearl
- Lord of the Flies
- Catcher in the Rye
- Tale of Two Cities
- A Separate Peace

POETRY:
- Adventures in Poetry

USAGE:
- Macmillan: Handbook of English
- Warriner: English and Composition

SHORT STORIES:
- Short Story Anthology
- Mid-Century Short Stories
- Great American Short Stories

DRAMA:
Androcles and the Lion
The Importance of being Earnest

NON-FICTION:
- Non-Fiction II.

ESSAYS:
- Great Essays
- Life on the Mississippi

ENGLISH 11
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grade 11 who wish to study English. English 11 is basically a continuation of English 10. Special attention is given to basic procedures in exposition; definition, rhetorical support, ordering of ideas, emphasis, factual judgment, the nature of proof, and beginning and closing techniques. The course is a study of American expression in poetry, drama, and the novel, and reflections of American social, political, and economic conditions in romantic, realistic, naturalistic, and existential literature.

II. Objectives:

The course is designed to: 1) Demonstrate through the medium of American literature how such universal concerns of man as love, heroism, human weakness, social conditions, and the search for wisdom have been modified by the American culture pattern from Puritan times to the present; 2) place particular significance on the impact of the aforementioned in the development of the distinctive attributes of the American character; 3) inculcate the concept of discrimination in literature through appreciation of content and understanding of form and content; 4) teach the art of exposition in written expression through an emphasis on purposes, emphasis, unity, interest and sequence; 5) stress the importance to human understanding of the modes of thinking; inductive, deductive and causal reasoning techniques; 6) thoroughly review and extend the student's ability to utilize the mechanics of language; 7) extend to the maximum, in the time available, the student's vocabulary coherence; and 9) learn the art of listening with a creative mind.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings; Eight plays, eight novels, poetry anthology, non-fiction anthology, Atlantic Monthly, outside readings; 2) classroom discussions using the inductive method; 3) instructor lectures limited to panoramic surveys and introductory sessions; 4) field trips; 5) independent work; 6) use of audio-visual materials; and 7) instructor-student conferences.

IV. Requirements:

To enroll in the course, a student is required to have successfully completed English 10. A student is required to: 1) Read a minimum of nineteen publications; 2) write three homework assignments weekly; write one long paper weekly; write two research papers each semester; 3) participate in class discussions as a part of the inductive method; and 4) work on special assignments in library or study center with a teacher available for consultation and/or guidance.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Adventures in American Literature
Three Plays of Wilder
Representative Modern Plays
Moby Dick
The Scarlet Letter
Huckleberry Finn
Washington Square
Ethan Frome
The Great Gadsby
Intruder in the Dust
Grapes of Wrath
American Verse
American Experience: Non Fiction
Composition II
Warriner: English Grammar and Composition
Diction and Style in Writing
Atlantic Monthly

ENGLISH 12X

(Elective - 1 Year)

I. Objectives:

The course is designed to: 1) Challenge the student to achieve an acceptable standard of achievement commensurate to his ability in the area of oral communications and writing; 2) develop the student's concepts of human understanding; 3) review the basic fundamentals of language to insure that the student will not be unduly penalized in seeking and/or holding employment after a high school experience; and 4) provide adequate opportunities and in a comfortable environment for oral discussion of opinions before the class.

II. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings which are considered basic - 3 plays, 4 novels; anthology of poetry, anthology of non-fictional materials, magazines, newspapers and periodicals which reflect the interest of the student; 2) class discussions which will utilize and develop the inductive method of thinking; 3) instructor lectures; 4) appropriate and selected field trips; 5) individualized instruction directed to the student's ability and interest; and 6) use of audio-visual materials.

III. Requirements:

A student is required to: 1) Complete a minimum of reading ten publications; 2) complete three homework assignments weekly in addition to one essay and one research paper each semester; 3) participate in class discussions in accordance with the inductive method of instruction; 4) provide instructional materials; and 5) be a participant in individualized instructional strategies.

IV. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

MASTERPIECES OF THE ENGLISH SPEAKING WORLD

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To analyze selected examples of American and English literature with a view to identifying the intrinsic qualities necessary for masterpiece qualification.
B. To inculcate the concept of discrimination in literature through appreciation of purpose and understanding of form and content.
C. Through association with the best to develop the student's powers of critical judgment.

III. METHODS:

A. Reading:
   Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.
B. Discussions:
   Inductive approach involving class participation, panel discussions, project presentations.
C. Lectures:
   Limited to introductory sessions and panoramic surveys.
D. Field trips:
   Film showings and dramatic productions.
E. Independent work:
   Daily preparation; project work; research papers.
F. A.V. experiences:
   Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
   Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all readings. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be --

Macbeth

Hamlet

Walden

John Brown's Body

Selections, Archibald MacLeish

Mourning Becomes Electra

READING AND WRITING NON-FICTION

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To improve students' ability to organize, develop and express ideas in approved non-fiction forms.
B. To provide practical exercises in expository and analytical papers, themes, articles, essays and research papers.
C. To extend students' reading experiences with a view to strengthening their ability to read, comprehend, analyze and criticize both academic and popular non-fiction.

III. METHODS:

A. Reading:
Selected collections of essays and articles; magazines and newspapers.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
None proposed.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Writing prose

Techniques in Fiction

Atlantic Monthly

The Writer

Practical Stylist

Elements of Style

The Writer's Eye

Stop, Look and Write

MEDIUM OF POETRY

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e. eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To study poetry as a form of artistic expression.
B. To analyze the methods employed by the poet to accomplish his purpose.
C. To undertake both general and in-depth studies of poetry.
D. To encourage students to develop their abilities to write poetry.

III. METHODS:

A. Reading:
Poetry anthologies, verse plays, selected prose writings.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Sound and Sense

Twelve Poets

Selections from:
  Shakespeare
  Donne
  Blake
  Keats
  Tennyson
  Housman
  Yeats
  T. S. Eliot
  Dylan Thomas

ENGLAND: CULTURE AND LITERATURE

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i. e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To correlate the study of English literature with the study of English political and cultural history, architecture, painting and music.

B. To demonstrate that American culture derives more heavily from English culture than from any other source.

C. To identify the tangible and intangible forces which operate to mould the nature of culture.

III. METHODS:

A. Readings:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected TV offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

- A. Completion of all reading. (III A)
- B. Written papers as required.
- C. Active class participation.
- D. Full attendance is mandatory.
- E. Submission of one significant project each quarter.

V. CREDIT:

- A. Graded F through A.
- B. No Pass-Fail option.
- C. Instructor evaluates all offerings - oral and written.
- D. Credit of one-half unit for graduation.
- E. No incompletes.
- F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Hall and Albion: History of England

Beowulf

Chaucer: The Canterbury Tales

Selections from:

Shakespeare
Milton
Wordsworth
Shelley
Arnold
Churchill
Spender

RELIGION AND THE SEARCH FOR CERTAINTY

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To explore the ideologies and/or philosophies of the world's leading religions.
B. To carry this exploration to an in-depth study of past and present literature as a reflection of held metaphysical concepts.
C. To move from studies of Judeo-Christian literature to an analysis of Hindu, Buddhist and Muslim writings.

III. METHODS:

A. Readings:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

The Bible

The Talmud

The Koran

Bhagavad - Gita

Tawney: Religion and the Rise of Capitalism

Schoenfield: The Passover Plot

Bishop: The Day Christ Died

Maugham: The Razor's Edge

Hesse: Siddhartha

MAN AND HIS LANGUAGE

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To study the mechanics of the English language as a medium of communication.
B. To investigate such salient characteristics as its history, dialects, vocabulary, idiom, semantics and usage.

III. METHODS:

A. Reading:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A
B. Pass-Fail option
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirments of the teacher and the ability and interests of the students.

Typical inclusions will be:

Glatthorn, Kreidler, Heiman: The Dynamics of Language

Highett: Powers of Poetry

Morriss: College Composition and Communication

Marckwardt: American English

Whan: Prose Current

Barzun and Graff: The Modern Researcher

Postman: Language and Reality

THE ROLE OF ELECTRONIC MEDIA

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To study radio, television, and film as communicative media.
B. To analyze their role in shaping public opinion.
C. To ascertain their impact upon the culture.
D. To assess their qualification for consideration as art forms.

III. METHODS:

A. Readings:
Texts covering the principles and practice of electronic media. Scripts and scenarios.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Radio and television stations. Commercial and feature film studios.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F. through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Sohn: Film: The Creative Eye

Kuhns and Giardino: Behind the Camera

Kuhns and Stanley: Exploring the Film

Amelio: Willowbrook Cinema Study Project

CONTEMPORARY LITERATURE

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To appreciate the influence of the great social movements from World War I to the present in producing various distinct literary periods.
B. To study in depth the literature produced by:
  1. the unlimited optimism of the twenties,
  2. the Great Depression of the thirties,
  3. World War II and the gloomy forties,
  4. the existentialism of the fifties,
  5. the impact of youth in the sixties.

III. METHODS:

A. Readings:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Catch-22

Airport

Hotel

Manchild and the Promised Land

Love Story

The Eighth Day

Angry Young Men

A Taste of Honey

Works by:

Steinbeck
Hemingway
Rebecca West
Graham Greene

IMAGES OF MAN

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To examine, through literature the changing images of man from the Middle Ages to contemporary times.
B. To study the effects of technology on modern man and his environment.
C. To gain a truer perspective of the present and the future as it relates to the past through an exploration of changing values.

III. METHODS:

A. Readings:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions, project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation, project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conferences:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Parks: The Learning Tree

Dickens: Hard Times

Huxley: Brave New World

Orwell: 1984

Swift: Gulliver's Travels

Short Stories:

Forster: "The Machine Stops"
Garland: "Under the Lion's Paw"
Faulkner: "Wash"
Kafka: "In the Penal Colony"

THE STRUCTURE OF MEANING

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To analyze the relationships among human perception of experience, the production of symbols, and expression of symbolized experience through language.
B. To examine the impact of one's culture upon the above process and the several theories of the origin of language.
C. To learn to crystallize theoretical concepts in written form.

III. METHODS:

A. Reading:
   Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.
B. Discussions:
   Inductive approach involving class participation, panel discussions, project presentations.
C. Lectures:
   Limited to introductory sessions and panoramic surveys.
D. Field trips:
   Film showings and dramatic productions.
E. Independent work:
   Daily preparation; project work; research papers.
F. A.V. experience:
   Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.
G. Teacher conferences:
   Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. No Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Plato: The Republic

Taylor: Learning to Look

Cooper: Learning to Listen

Ardrey: The Territorial Imperative

Freud: Interpretation of Dreams

Jung: Psyche and Symbol

Durant: Story of Philosophy

Benedict: Patterns of Culture

THE ORAL TRADITION IN LITERATURE

I. COURSE STRUCTURE:

Classes of 25 senior students at Cherry Creek High School. The course will meet for two modules four times weekly, i.e., eight modules weekly. In addition, two modules weekly will be on released time to permit the student to undertake special readings and investigations. From time to time the class will report for these released mods to make special presentations or to engage in individual discussions with the instructor.

II. OBJECTIVES:

A. To identify the contribution of oral communication as the original medium for cultural transmission.
B. To trace the varying origins of oral literature.
C. To recognize its role in influencing the development of new communicative media.
D. To investigate the extent of oral literature in contemporary times.

III. METHODS:

A. Readings:
Plays, novels and poems as directed. At least four books of the student's choice in addition to the above.

B. Discussions:
Inductive approach involving class participation, panel discussions project presentations.

C. Lectures:
Limited to introductory sessions and panoramic surveys.

D. Field trips:
Film showings and dramatic productions.

E. Independent work:
Daily preparation; project work; research papers.

F. A.V. experiences:
Selected T.V. offerings; phonograph and taped presentations; illustrated art lectures.

G. Teacher conference:
Initiated by teacher or student.

IV. REQUIREMENTS:

A. Completion of all reading. (III A)
B. Written papers as required.
C. Active class participation.
D. Full attendance is mandatory.
E. Submission of one significant project each quarter.

V. CREDIT:

A. Graded F through A.
B. Pass-Fail option.
C. Instructor evaluates all offerings - oral and written.
D. Credit of one-half unit for graduation.
E. No incompletes.
F. Extra credit work is permitted.

VI. BIBLIOGRAPHY:

This will vary according to the requirements of the teacher and the ability and interests of the students.

Typical inclusions will be:

Tolkien: Trilogy

White: Once and Future King

Zesmer: Riddles, Charms, Gnomic Verse of the Middle Ages

Curry: The Ballad Tradition in English-American Folklore

Various: Folk Imagery in Oral Literature
The Old South in Ballad and Folk Legend

Harris: The Uncle Remus Stories

JOURNALISM I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 1-module meeting two times per week and a 3-module meeting two times per week. The course is for students in grades 10, 11, and 12 who wish to study and work in Journalism. Journalism I provides an introduction to the four basic news writing techniques; the straight news story, feature story, the editorial, and the sports story. The course also provides the student with the technical aspects of newspaper work; copyreading, page make-up, and editing. The final part of the course provides the student with a general overview of the various news media and the sociological effects of these media. The course prepares the student for participation on the newspaper staff and/or the annual staff.

II. Objectives:

The course will be designed to develop an understanding of the media and its importance to the public as the chief source of information in a democratic society. In relation to the first objective, it is essential to aid the students in understanding the strengths and weaknesses of the news media, enabling them to be more effective members of the democratic process. The third objective of the course is to aid the student in developing the fundamental skills of a journalist, enabling him to gain experience on the school publications.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from assigned materials; 2) class discussions; 3) instructor lectures; 4) field trips; 5) audio-visual materials; 6) instructor-student conferences; and 7) independent work.

IV. Requirements:

A student is required to: 1) Read the textbook daily and weekly newspapers, one weekly news magazine, watch all network and local television news reports, and listen to network and local radio news; 2) write practical papers in the area of study for the particular week and write one major project per quarter; and 3) participate in daily class discussion as part of the inductive method.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Scholastic Journalism
High School Journalism
Language and Thought in Action
The Denver Post
The Rocky Mountain News
The Opinionmakers
The Press and Foreign Policy
The National Observer
Newsweek
High School Newspapers

JOURNALISM II & III
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 1-module meeting four times per week. The courses are for students in grades 11 and 12 who wish to study and work in advanced Journalism. Journalism II is the reporting staff for the high school newspaper, Bruins' Doins'. Journalism III is the editorial staff. Although the requirements of the classes differ, the two classes meet concurrently to insure the mutual understanding necessary to efficiently produce a newspaper.

II. Objectives:

The course is designed to: 1) Provide the student an opportunity for practical experience in Journalism; 2) encourage a student to further pursue the social and political influence of news media; 3) develop in a student, the objectivity and tolerance to be effective members of the democratic process; 4) utilize the principles of language in communications; and 5) develop human relations skills in working together to publish a newspaper.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Laboratory work; 2) discussion based on the decision making body of a newspaper staff; and 3) independent study projects assigned to each student.

IV. Requirements:

A student is required to: 1) Be an active participant in writing, editing, and laying out the school newspaper; 2) be responsible for finding and writing news; and 3) work in the Journalism room in open laboratory situations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Scholastic Journalism
High School Journalism
Language in Thought and Action
High School Exchange papers and local Denver newspapers

SPEECH - Ninth Grade
(Elective - 1 Semester)

I. Course Structure:

Students wishing to have additional instruction in speech beyond the English classroom, may elect a semester course in speech. An attempt is made to keep classes small so that each student may have numerous opportunities for performance.

II. Objectives:

The course is designed to: 1) Have students become aware of the various fields of speech; 2) have students become aware of speech as a social responsibility; 3) develop a wholesome and motivational attitude toward speech activities; 4) teach students through the understanding of problems and concepts rather than by rules; 5) maintain a sharp focus on the process of learning and a high level of achievement;6) assist students to formulate basic governing principles and workable methods; 7) assist students to adapt their skills and insights to actual conversations, discussions, conferences, and interviews; and 8) assist students to prepare and present effective speeches, oral interpretive readings and dramatic presentations.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from textbook materials; 2) group discussions; 3) blackboard "chalk-talks" for gaining poise and practice in combining effective vocal and visible communication; 4) physical exercise before speeches for helping to overcome excessive performance tension; 5) use of audio-visual materials; and 6) introduction of and participation by the student in a variety of speech activities which include but are not limited to: pantomimes; extemporaneous speeches; planned and developed speeches; oral interpretation and parliamentary procedures.

IV. Requirements:

Each student takes an active part in all activities. He is encouraged to do as much independent work as he is capable of under teacher guidance or supervision.

V. Credit:

Upon successful completion of the course the student will receive 1/2 unit of credit.

VI. Bibliography:

New American Speech. Hedde.

A variety of additional printed materials is available for individual or group use.

SPEECH-COMMUNICATION ARTS
(Elective)

I. Course Structure:

The offering in speech activities include three separate courses - Speech I. Speech II, and Competitive Speech - available for students in grades 10, 11, and 12. The Speech I class is open to all students, Speech II has a prerequisite of Speech I and enrollment in Competitive Speech is by instructor approval.

Speech I - (1 Semester)

Each class is scheduled for a 3-module meeting once per week in a large group and a 2-module meeting two times per week for small group classes. Speech I is a general speech course which explores the basic principles of public speaking and oral interpretation of literature. This includes the techniques of debate, discussion, impromptu and extemporaneous speaking; interpretation of oratory, original oratory, and oral interpretation of various forms of literature (humor, poetry, drama). The student is oriented to all areas of speech and then as the semester progresses, he is permitted to specialize in a particular area of interest. Large group classes are for instruction in the basic techniques of speech. Small group classes consist of individualized work in the specific area of interest to the student.

Speech II - (1 Semester)

Each class is scheduled for a 3-module meeting three days per week. The Speech II course is an in-depth study of public speaking and the oral interpretation of literature. It is a selected course designed to assist the interested student in speech competition and/or the techniques of communication. These class activities include discussions, debate, original oratory, interpretation of oratory, impromptu and extemporaneous speaking, oral interpretation of literature, and communication arts. Group dynamics, interpersonal and intrapersonal communication procedures are analyzed, discussed and interpreted through the media of film and video tape. A student is given the opportunity to independently pursue his particular field of interest. It is hoped that the course, by enlarging the student's background and building his confidence, will encourage him to enter competitive speech activities.

Competitive Speech - (1 Year)

Each class is scheduled for a 3-module meeting three days per week. Competitive Speech is a debate and forensics course for the student interested in inter-school speech competition. This includes the areas of debate, discussion, interpretation of oratory, original oratory, extemporaneous and impromptu speaking, and oral interpretation of literature. A student pursues independently his particular field of interest in a laboratory and research situation. A student may take the course for more than one year and receive credit. He is expected to attend and participate in a designated number of inter-school speech meets.

II. Objectives:

The course is designed to: 1) Develop responsibility for a project conceived and developed by the student himself; 2) develop a greater understanding of his peers'attitudes through the sharing of other's projects; 3) develop the ability to communicate an idea, belief, feeling, etc., in any media thet he believes to be the most effective for his purpose; 4) help the student sharpen his ability to communicate, receiving and sending messages which show that he is weighing and selecting with growing perception; 5) help the student refine those values which he needs in order to deal with the technological world; 6) help the student develop into an intelligent, inquiring individual with a realistic perspective toward the world; 7) help the student understand the necessity for maintaining, within the culture, an unrelating respect for the dignity and intelligence of the individual; and 8) develop the basic techniques of debate; discussions; impromptu and extemporaneous speaking; and oral interpretation of literature so he can more easily and effectively obtain the above desired objectives.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Conceiving, developing, and presenting projects utilizing the media best suited for the purpose, such as: Films; tapes; records; and group interaction. The student relates his own beliefs, feelings, and/or attitudes in any area he chooses. The student may work individually or in groups on these projects. However, he will be graded individually even on group projects; 2) an informal class structure that is teacher-oriented in the beginning of the semester, but becomes increasingly more student-oriented as the semester progresses; 3) large groups used for instruction in communication and speech techniques. They are also used for guest speakers, and the presentation of the student projects. The large group will observe model debates and examples of interpretation of various forms of literature presented by advanced students. Examples of the previous year's work will be viewed on video tape; 4) small groups used for the development of discussion techniques and the presentation of class assignments. The class assignments consist of the students' interpretation of literature, posters relating an idea, impromptu and extemporaneous speeches, and other types of speaking situations. Advertising and silent communication is also explored; 5) field trips to debate meets, theatres, TV and radio studios, IBM, other businesses, the zoo, the mountains, the airport, or to anywhere that a student can be stimulated and 6) student involvement in a project for which the student will meet with the instructor to discuss the effectiveness, growth, and grading procedures.

IV. Requirements:

A student is required to: 1) Present a set of projects; 2) participate in planning of discussion topics; 3) participate in classroom discussions; 4) prepare and present interpretations of various types of literature; and 5) participate in impromptu and extemporaneous speaking.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of materials is available for student use.

WORLD DRAMA
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12 who wish to study in the field of dramatic literature, and how these dramas would be mounted for effectiveness on the stage. The emphasis of the course is to orient the student to the principles of dramatic composition and production.

II. Objectives:

The course is designed to develop in the student an appreciation for and an interest in the finest of world dramatic productions.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Involving the student in reading fifteen plays of various periods; Classic Greek, Aeschylus, Sophocles, and Euripides. The Roman period, Seneca, Plautus and Terence. Highlights of world drama as seen in the writings of Lope de Vega, Caldernon, Racine, Moliere, Zola, Ibsen, Strindberg, Hauptmann, and Chekhov. Expressionism in American Drama, O'Neill's adaptation of classical themes; 2) instructor lectures; 3) class discussions; 4) field trips when appropriate; 5) independent projects; and 6) use of audio-visual materials.

IV. Requirements:

To enroll in the course a student must have successfully completed English 10. A student is required to: 1) Complete the reading of all plays; 2) write two short papers and one long paper for each semester of work; and 3) schedule a minimum of three conferences per semester with the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Scenes of Modern Drama. Norris, ed.
The Golden Age of Modern Drama. Norris, ed.

HUMANITIES
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for selected seniors who wish to study in the area of humanities. Humanities is a study of the process of symbolic transformation, as this essential human process finds its expression in language, dream, ritual, myth, religion, music, the visual arts, and literature. The course examines the nature of and the inter-relationships among the arts, the place and function of the arts in our own and in other cultures, the impact of the arts upon society, and reflection in the arts of psychology, anthropology, mythology, religion, philosophy, and history.

II. Objectives:

The course is designed to: 1) Develop the idea that pattern and form pervade all of man's works; 2) develop awareness of the humanistic disciplines; and 3) develop appreciation of the arts and their inter-relatedness.

III. Methods of Instruction:

Various methods are used in the course. These methods include:

1. Reading:
Four Greek Plays
Five monographs in psychology and anthropology
Passages from The Holy Bible
Passages from Plato: The Republic
One book in philosophy
Duplicated poetry selections
One book in art
One book in music

2. Discussions:
Inductively conducted discussion is the primary method of the course, with instructor serving alternately as discussion leader and as participant. This technique requires constant participation and attention from the students.

3. Lectures:
Very few formal lectures are delivered; otherwise, the method is one of inductive lecture-discussion but restricted to introductory and summary sessions.

4. Independent Work:
Daily preparation; project work in art, music, literature; papers are required on each of the other major units.

5. Use of Audio-Visual Materials.
6. Instructor-student conferences;
If classes are held small enough, each session is in the nature of a teacher conference. Individual conferences may take place at any mutually convenient time, initiated either by the student or by the instructor.

IV. Requirements:

A student is required to: 1) Complete all of assigned readings; 2) participate in all classroom discussions; 3) take notes on all lectures; 4) attend all audio-visual sessions; 5) write and submit a final creative project and the final examination which is a synthesis paper based on the statement: By every act of mind man seeks to find order and pattern in the universe and to impose order and pattern on the raw materials of his existence in order to encompass and control his own life.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

The Myth of the Cave (from the *Republic*). Plato.
Learning to Look, Taylor.
Learning to Listen. Cooper.
Oresteian Triology. Aeschylus.
Oedipus Rex. Sophocles.
Duplicated poetry selections.
Art Reproductions.
Music Recordings.
Materials to be supplied by the student:
- *The Territorial Imperative*. Ardrey. Delta 8619.....$2.45.
- *Interpretation of Dreams*. Freud. Avon D4 ....$1.65.
- *Psyche and Symbol*. Jung. Anchor Doubleday A136.....$1.45.
- *The Hero With A Thousand Faces*. Campbell. Meridian ,M22 ....$2.95.
- *The Holy Bible*. (King James or Douay).
- *Story of Philosophy*. Durant. (Simon and Schuster)..$1.95.
- *Patterns of Culture*. Benedict. Mentor MD89.........$ .50.

NOTE: The course is subject to frequent revision. The materials listed here are subject to change from one semester to the next without prior notice.

CREATIVE WRITING
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 11 and 12 who wish to be involved in the creative aspects of English. Creative Writing develops basic knowledge and appreciation necessary for writing short stories using both traditional and modern structures. Practice in writing emphasizes skills applicable to either type of short story structure. Incidental attention is given to short poems, one-act plays, articles, and longer fiction forms, such as the novelette.

II. Objectives:

The course is designed to develop disciplined, essential skills in writing the short story and to develop an awarensss of and skill in both classical and modern forms of the short story.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading short stories in various publications, both books and magazines; 2) reading and evaluating stories written by classmates; 3) assigned readings in the textbook; 4) instructor lectures; 5) conferences between student and teacher; 6) assignments which may involve poetry, article, or short story of the student's choice and 7) a final examination which consists of a cumulative short story involving the semester's skills and and in-class synopsis of a story of the student's choice.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed English 10. A student is required to read from the textbook, Atlantic, and The Writer magazines and other assigned materials and complete all assignments.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Techniques in Fiction. Macauley and Lanning.
Atlantic magazine
The Writer magazine

COMPARATIVE WORLD LITERATURE
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12 who wish to study in the area of English. The course involves the study of non-British and non-American authors: Goethe; various modern Japanses writers; Kafka; Camus; Dostoyevsky; Koestler; Kazantzakis; and Ibsen. Emphasis is placed upon ideas, in conjunction with literary forms and styles.

II. Objectives:

The course is designed to: 1) Consider man's stature as a subjective, individual being who must discover his own identity; 2) consider the nature of the universe in which the individual must move and its effect upon him; and 3) consider the means by which man may go about reconciling himself and his universe.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) instructor lectures; 3) use of audio-visual materials; 4) attendance at plays locally presented; and 5) evaluative papers aimed at causing the student to verbalize his own thoughts as outlined by the course objectives.

IV. Requirements:

For enrollment, a student must have successfully completed the course in English 10. A student is required to: 1) Read Purgatorio by Dante, Four Plays by Ibsen, The Stranger by Camus, Amerika by Kafka, Six Plays by Chekhov, and Modern Japanese Literature edited by Keene; 2) write all papers, dependent upon organization and presentation of units for number and type; and 3) participate in class discussions.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials is available for individual and group work.

ANNUAL STAFF

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12 who wish to be actively involved in the production of a high school annual publication. Writing, editing, organizing, photography work, layout and selling are the major instructional components in classroom work.

II. Objectives:

The course is designed to: 1) Produce the high school annual The Patriot; 2) enable a student to work in a business situation where there is a responsibility for producing a quality product and for selling the same; 3) assist the student in working with a business structure and management organization; 4) develop an understanding of large scale art work; and 5) develop a sense of pride in the creative functions of producing a yearbook.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The laboratory as the basic approach to teaching the class. This approach will be organized around the editorial structure; 2) class discussions to support the laboratory work as needed to resolve difficulties that involve more than one staff member and the advisor; and 3) instructor lectures to resolve technical problems that involve a large number of staff members.

IV. Requirements:

To enroll in the course, a student must have successfully completed the course in Journalism I and attend training sessions in the spring. A student is required to: 1) Compose and edit one section of the book; 2) sell advertisements; 3) sell yearbooks; 4) arrange and supervise all photograph assignments; and 5) copyread and proofread all sections of the yearbook.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Yearbook Layout, Editing, and Management.
Practical Yearbook Procedure

HISTORY OF WESTERN CIVILIZATION
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is available for students in grades 10, 11, and 12. History of Western Civilization is a survey course in the development of ideas and men with the primary emphasis on modern political, social, and economic factors. The course structure permits the student in-depth research and independent study once having demonstrated an average mastery of historical evidence, tools of research and ability to work independently. Conceptual and problem solving approaches with relationship of past to present are used. Evaluation of student progress is made by written and oral examinations.

II. Objectives:

The course is designed to: 1) prepare students for further social studies courses; 2) acquaint students with pertinent HUMAN values; 3) prepare students to be TOTAL PERSONS; 4) acquaint students with all sides of an issue; 5) teach students to question FACT - HISTORY - VALUES and AUTHORITY; 6) show students past human "mistakes" in history in hopes that they will not be repeated; 7) teach and have students be respectful of others; 8) have students realize the value of reading; 9) acquaint students with as many resources as possible so they may get varied points of view; and 10) teach students to accept constructive criticism.

III. Methods of Instruction:

Various methods are used in the course. These methods involve primarily lecture/discussion classes whereby student questions and comments make up most of the class sessions.

IV. Requirements:

A student is required to: 1) Be an active participant in class discussions; 2) successfully complete all assigned work; and 3) purchase selected paperback books.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: Record of Mankind.
Films, filmstrips and other audio-visual materials.
Magazines, timely articles read aloud.
History of Western Civilization (pocketbook). Sedilot.

NOTE: An accelerated section of Western Civilization is available to students who possess outstanding ability and/or interest in the field of social studies. The same basic instructional format is used at a more sophisticated level.

AMERICAN HISTORY
(Required - 1 Year)

I, Course Structure:

Each class is scheduled for a 3-module meeting four times per week. The course is primarily for students in grade 11. American History deals with the political, social, economic, and diplomatic development of the United States from its European background to the present day. Both chronological and topical approaches are used by the instructors. Evaluation is by oral and/or written examination.

II. Objectives:

The course is designed for the student to: 1) Have empathy for those who built our nation; 2) have an awareness of the past; 3) become aware of the concerns of others and to have empathy for those concerns; 4) be aware of the methods of sociological change; 5) have realistic experiences in the decision making process of our society; and 6) develop an awareness of the importance of the decision making process and the responsibilities of decisions.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from a variety of printed materials; 2) class discussions based on the inquiry approach; 3) instructor lectures; 4) independent study/work based on problems mutually agreed upon by the instructor and the student; and 5) use of audio-visual materials; contemporary descriptions of a unit by film and audio recordings.

IV. Requirements:

There is no prerequisite for the course but it is strongly recommended that a student has successfully completed History of Western Civilization. A student is required to: 1) Read required material in textbook and supplementary materials; 2) write one paper per unit of subject matter materials; 3) participate in class discussions; and 4) attend all lectures and group discussions.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: Rise of the American Nation. Todd and Curti.
Diplomatic History of the American People. Bailey.
American Spirit. Bailey.
Documents in American History. Commager.
Readings in 20th Century American History. McCoy.

PSYCHOLOGY
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 3-module meeting once per week. The course is for students in grades 11 and 12 who wish to study in the area of human behavior. The emphasis of the course is to help the student better understand himself and his interaction with others. Psychology is a course in the exploration of the behavior of living organisms primarily humans, from the perspective of the individual being the source of his own behavior. General topics which act as a basis of spontaneous discussions will be: Methodology; learning; retardation; physiology; personality; perception; intelligence; and frustration.

II. Objectives:

The course is designed to: 1) Provide the student with a basic knowledge of human development; 2) help the student develop a greater understanding of himself; 3) help the student develop a greater understanding of human behavior in general; and 4) provide the student with a foundation in the area of psychology.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Prepared lectures by the instructor; 2) class discussion of topics presented by students and instructors; 3) field trips; 4) use of audio-visual materials; 5) student panel discussions; and 6) experiments to be conducted in small groups.

IV. Requirements:

A student is required to: 1) Attend all lectures and small group meetings; 2) write one term paper; 3) read four paperback books selected by the instructor; 4) participate in small group projects, discussions, and experiments; and 5) successfully pass all examinations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Psychology and Life.

SOCIOLOGY
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12, organized in large and small groups. Sociology is a course in exploration of the behavior of living organisms primarily humans, from the perspective of the group being the main focus of causality. Some of the topics which will act as a basis for spontaneous group discussions are stratification, demography, the family, politics, education, economics, collective behavior, minority group relation, religion, etc. Analysis is on the basis of structure, functions, processes, and patterns of human behavior.

II. Objectives:

The course is designed to develop: 1) Humanism; 2) toleration; and 3) cultural freedom.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) class discussions; 3) instructor lectures; 4) field trips; 5) independent work; 6) use of audio-visual materials; and 7) instructor-student conferences.

IV. Requirements:

A student is required to: 1) Read three to four paperbacks and several readings; 2) complete one term paper; 3) complete twelve small laboratory group sessions; 4) participate in all class discussions; 5) attend all classes; and 6) purchase required paperback books.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Sociology. Broom and Selznick.
A variety of selected printed materials.

HISTORY OF THE U.S.S.R.
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 4-module meeting three times per week. The course is for students in grades 11 and 12 who wish to study in the general area of Russian History. History of the U.S.S.R. is a survey course to supplement the general Western Civilization course. Emphasis is placed on the Soviet period and primarily on political and economic issues. The student will be required to fulfill the basic requirements and contract for an above average performance. The contract enables the student to work according to interests and abilities. The course does require some basic knowledge of history and controversial subject matter if the student expects to do above average work.

II. Objectives:

The course is designed to: 1) Survey Russian History; 2) acquaint students with historical forces and 3) familiarize students with source information.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned and free reading; 2) classroom discussions and lectures; and 3) individual conferences when requested by the student or instructor.

IV. Requirements:

A student is required to: 1) Read approximately two chapters per week from two basic textbooks; 2) submit research reports concerning Russian History on a contract basis; and 3) actively participate in classroom discussion.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

History of U.S.S.R. and Communism. Reiber.
Readings in U.S.S.R. and Communism. Reiber.
Syllabus done by the instructor.

HISTORY OF THE FAR EAST
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 3-module meeting four times per week. The course is for students who wish to study the culture of several countries in the Far East. The course is limited to students in grades 11 and 12. History of the Far East emphasizes the cultural, political, and religious background of Asian societies. In-depth discussions of problems in Asian civilizations will be an integral part of the course. China and Japan are the focal points of the course with class discussions. Research projects and readings are used to supplement lectures and textbooks. The course is designed to give the student an understanding and appreciation for our Oriental heritage and the Oriental way of life.

II. Objectives:

The course is designed for the student to: 1) Be aware of the culture of other ethnic groups; 2) be aware that other cultures respond to social-political situations in a manner both like and contrary to the way we do; 3) have empathy for other cultures; 4) have an awareness and appreciation for Far Eastern art and music; 5) be aware of our oriental heritage and the contribitions of orientals to mankind; and 6) become aware of all men's commonality rather than differences.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings of general and specific works on the orient and by orientals; 2) discussion of problems and situations; 3) instructor lectures; 4) field trips; 5) independent work including reading in materials provided by the school library and libraries in surrounding communities. Materials will be listed in a general bibliography; and 6) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Read books provided by the instructor and from a bibliography provided for the course; 2) write one paper per unit - the topic will be mutually agreed upon by the student and the instructor; 3) participate in general discussion in class based upon the inquiry approach; 4) purchase the two books, The Changing Society of China , and Asians: Their Heritage and Their Destiny; and 5) individually or in groups, present one day presentation on some aspect of oriental culture or politics.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Problems in Asian Civilization
Asians: Their Heritage and Their Destiny
The Changing Society of China

COMPARATIVE POLITICAL SYSTEMS
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four days per week. A student will also be scheduled for two extra modules per week for independent study. The course is for students in grade 12 who wish to study, at a sophisticated level, the political systems of the world. The content of the course will place an emphasis on; 1) idealogy, 2) structure, 3) role of leadership; 4) role of the individual, 5) nature and function of the slate, and 6) interaction of systems in terms of foreign policy.

II. Objectives:

The course is designed to have the student: 1) Gain an understanding of what a political system is; 2) acquire an objective basis on which to compare different political systems; 3) realize that there is no one political system suitable for all societies; 4) acquire an understanding of low political systems that are created and changed; and 5) be aware of the role of the citizen in various political systems.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) inductive approach to classroom discussions; 3) discovery techniques in research;4) various multi-media approaches in the classroom presentations; and 5) use of guest speakers.

IV. Requirements:

The student is required to: 1) Complete assigned readings from the textbook and a variety of supplementary materials; 2) develop research papers of an analytical nature; and 3) present reports from work done in research.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Comparative Political Systems. Fenton, et.al.
Today's Isms   Ebenstein.
Capitalism, Communism, Socialism.Lovenstein.

COMPARATIVE ECONOMIC SYSTEMS
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week and two extra modules for independent study by the student. The course is for students in grade 12 who wish to study at a sophisticated level, the economic systems of the world. Instructional strategies give a primary emphasis to the United States Economic System and, through contrast, to compare current trends in world economies. A brief history of economic concepts is offered. Outside assignments and projects are designed to permit a student to become involved in our economic system, i.e., a course in the workings of the Stock Market is offered through the courtesy of a local brokerage house. A maximum use is made of community resources.

II. Objectives:

The course is designed to have the student: 1) Acquire a knowledge of various economic systems; 2) acquire the skills and knowledge by which he can compare various economic systems; 3) recognize that different societies have different economic needs and therefore will have different economic systems; 4) develop a working knowledge of various economic principals; and 5) realize that all economic systems will not be applicable for all societies.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) inductive and discovery approaches in class discussions; 3) research papers as assigned and/or required by the instructor; 4) assigned readings from the textbook and supplementary materials; and 5) use of audio-visual materials.

IV. Requirements:

The student is required to: 1) Complete assigned readings from the textbook and a variety of supplementary materials; 2) develop research papers of an analytical nature; and 3) present reports from work done in research.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Comparative Economic Systems. Fenton (ed).
The World Philosophers. Heilbroner.
Today's Isms. Ebenstein.

LATIN AMERICAN HISTORY
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12 who wish to study in the area of social studies. A survey approach traces the historical and cultural development of Latin America from the Iberian and indigenous backgrounds to the present day.

II. Objectives:

The course is designed to: 1) Familiarize the students with the Latin American society and institutions; 2) gain a mutual respect among the Americans by understanding the contributions of each to the welfare of all; 3) understand the present social, political, and economic conditions in Latin America; 4) develop an ability to analyze ideas and to critically think about concepts; and 5) promote good techniques in research and investigation.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading of fiction and non-fiction writings; 2) class discussions of readings and current events; 3) lectures by the teacher on important concepts and topics supplemented by outside readings; 4) independent research on major topics; and 5) use of audio-visual materials.

IV. Requirements:

It is recommended that the course in Western Civilization be successfully completed prior to enrollment. A student is required to: 1) Read a minimum of five books selected by the student and instructor; 2) write a minimum of three brief research papers; 3) take an essay examination over each book read; 4) actively participate in class discussions contributing opinions, facts, and information; 5) purchase the required instructional materials; and 6) pass an extensive comprehensive final examination.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A History of Latin America. Herring.
Five Families. Lewis.
The Peace Corps Reader.
Ten Keys to Latin America. Tannenbaum.
An extensive bibliography from CCHS Library.

CULTURAL HISTORY
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 11 and 12 who wish to study in the area of history. Cultural History is designed to present a survey of the various ways in which cultural synthesis has occurred to produce our modern society. Various aspects of the fine arts, literature, philosophy, and technology will be considered. It is also designed to show how the Orient has contributed to the Occident in the development of modern European and American culture.

II. Objectives:

The course is designed to: 1) Orient the student to new ideas and cultures; 2) assist the student to gain more understanding in historical science; and 3) assist the student to orient himself to learning and understanding in a more logical fashion and apply it to the world in which he lives.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Class discussions; 2) instructor lectures; and 3) instructor-student conferences with students to help them with problems and aid them in understanding the concepts of the course.

IV. Requirements:

For enrollment a student is required to have successfully completed the course in Western Civilization. A student is required to read three assigned books and write three papers as assigned by the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials and paperback books are available for individual and group work.

INTERNATIONAL RELATIONS

I. Course Structure:

This course is scheduled for medium and small group instruction. The course is designed for eleventh and twelfth grade students. Both theory and practical educational experiences are planned for the course.

II. Objectives:

A. To present an analysis of relations between nations with background and development of international organization, international trade, international law and cultural exchange.

B. To give the student an adequate background for the understanding of the many factors which affect diplomacy and foreign policy.

C. To explore the foreign affairs and foreign policy of the United States to other countries.

III. Methods:

Various methods will be used in the course. Methods include:

1. Instructor lecture and demonstration
2. Assigned reading of textbook and supplementary materials
3. Use of Audio-Visual methods
4. Field trip experience
5. Research projects

IV. Requirements

The student is required to:

1. Attend class meetings and field trip sessions
2. Complete projects concerning simulation and gaming
3. Accomplish the assigned reading
4. Complete the resource paper

V. Credit:

The student will receive one half (1/2) unit of credit for each semester of work, or equivalent, successfully completed.

VI. Bibliography:

The basic text for this course will be *International Relations* by J. Frankel. Other supplementary text materials will be developed as the course proceeds.

SENIOR SOCIAL SCIENCE COLLOQUIUM
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 5-module meeting one day per week. The course is for seniors who wish to study in depth in the area of social science which will tie in and culminate their education with real life studies and experiences. The emphasis of the course is to orient the student to a representation of contemporary literature reflecting actual experiences within the local and world community. These course experiences will focus on man as an individual and the individual as he relates to social values and institutions.

II. Objectives:

The course is designed to lead each student to the threshold of his or her mind and to orient and involve each student in a broad spectrum of socio-economic, religious and philosophical values.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings of contemporary authors in the areas of socio-economical, religious, philosophical and political ideas; 2) group discussions on student self-selected topics; 3) field trips (i.e. to be defined as local resources provided to implement student identified topics); 4) a student will be required to attend certain lectures such as Adventures in Education and an end-of-semester dinner in lieu of scheduled class sessions; 5) use of audio-visual materials; 6) independent study of self-defined problems; and 7) joint learning experiences with other schools in Colorado.

IV. Requirements:

In order to enroll in the course a student must have successfully completed the course in American History. A student is required to: 1) Complete assigned readings from selected bibliographies; 2) actively participate in class discussions; 3) complete a semester project focused on student identified topics (i.e. organization of meaningful field trip experiences); 4) participate in one extended field trip experience as defined by student-faculty discussion; 5) develop one teaching-learning assignment at Cherry Creek East Junior High School; and 6) purchase books selected for use in the course and for the student's personal library collection.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit. Being an honors course, each student will be graded on an "honors-satisfactory" or "honors-unsatisfactory" basis. (This grade will not be included in the student's grade point average (GPA) but it will reflect social science credit on his official transcript.)

VI. Bibliogrpphy:

Group I
"The Individual"
The Power and the Glory. Greene
Man's Search for Meaning. Frankl.
The Violent Gang. Yablonsky.
Escape from Freedom. Fromm.
The Lonely Crowd. Reisman.

Group II

"Social Structure"
The Affluent Society. Galbraith.
The Secular City. Cox.
Utopia. Sir Thomas More.
Freedom or Death. Kazantzakis.
Goals for Americans. Presidential Commission.

Group III

"Values"
Siddhartha. Hesse.
The Immense Journey. Eiseley.
The Phenomenon of Man. Teilhard de Chardin.
Why I Am Not A Christian. Russell.
Philosophers Speak of God. Hartshorne and Reese.
The Bible.
A Common Faith. Dewey.

FUNDAMENTAL MATHEMATICS

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 1-module meeting five days per week. The course is for students in Grade 10 who wish to study in the area of fundamental mathematics. The emphasis of the course is to orient the student to the basic processes of Mathematics designed for everyday living.

II. Objectives:

The course is designed to prepare students for enrollment in Mathematics II and to teach practical applications of Mathematics involving the four fundamental processes.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The reading and assignment of problems from materials supplied by the instructor; 2) class discussions; 3) lectures by the instructor; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Mathematics I. A student is required to: 1) Read the materials assigned by the teacher; 2) complete all written assignments; 3) purchase required materials; and 4) take periodic tests as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

No specific text will be used. Supplemental materials of all kinds will be available for instructional and resource purposes.

MATHEMATICS II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in Grades 10-12 who wish to study in the area of Mathematics. An emphasis is placed on a modern approach to the fundamental concepts in the development of the real number system with illustrative applications including metric and nonmetric geometric concepts. Mathematics II is especially recommended for sophomore students not enrolled in Geomerty or Algebra I.

II. Objectives:

The course is designed to prepare the student for Algebra I and to teach basic concepts of Mathematics.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and assignment of problems from materials supplied by the instructor; 2) class discussions; 3) class lectures; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Mathematics I. A student is required to: 1) Read the assigned materials; 2) complete written assignments given by the instructor; 3) purchase necessary instructional supplies; and 4) take periodic tests as determined by the teacher.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Introduction to Secondary Mathematics. Hang and Dudley.
Materials as supplied from the COLAMDA, a federally funded project.

ALGEBRA I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. In Algebra I, topics covered include: Algebra of the real number system; and equations and inequalities up to and including quadratic equations. Studies also include the development of a background for further Mathematics courses as well as for application in technical areas, the sciences, and social sciences.

II. Objectives:

The course is designed to prepare students for Geometry and Algebra II, and to teach basic Algebraic concepts necessary to enroll in Geometry and/or Algebra II.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The reading and assignment of problems from the textbook; 2) instructor lectures; 3) class discussions; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Mathematics I or Mathematics II. A student is required to: 1) Read the textbook and complete written assignments given by the instructor; 2) purchase necessary instructional supplies; and 3) take periodic tests as determined by the teacher.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Modern Algebra - Structure and Method - Book I. Dolciani, Berman, Freilich.

ALGEBRA II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is a further exploration with added depth of the algebra of the real number system with extension into the complex numbers, equations, and inequalities. The function concept is emphasized. Polynomial functions, exponential functions, and logarithmic functions are explored. It is recommended that this course be taken by most college capable students and students preparing for technical studies. This course if for students in grades 10-12.

II. Objectives:

The course is designed to: 1) Prepare students for enrollment in Trigonometry and/or Mathematical Analysis; 2) teach advanced algebraic concepts and methods involving number structure; and 3) provide hand-on experience in computer programming.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and assignment of problems from the textbook; 2) instructor lectures; 3) class discussions; 4) individualized instructional strategies; and 5) computer laboratory instruction.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Geometry with a minimum grade of "C." A student is required to: 1) Read the text as assigned by the teacher; 2) complete written assignments given by the teacher; 3) purchase necessary instructional supplies; and 4) attend laboratory sessions as needed.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Modern Algebra and Trigonometry - Structure & Method Book 2. Dolciani, Borman, Wooten.
Text - Algebra II & Trigonometry. Keedy, Griswold, Schacht, Mamary.

GEOMETRY
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in Grades 10,11,and 12 who wish to study in the area of Mathematics. The course is an integrated course in plane, solid, and coordinate geometry. Students will explore the formal deductive mathematical system using fundamental concepts of mathematical logic. The concepts of mathematical proof, deductive and inductive thinking are emphasized as they apply to Geometry. It should provide geometric background for further Mathematics courses as well as for application in technical areas, the sciences, social sciences, and humanities.

II. Objectives:

The course is designed to prepare students for enrollment in Trigonometry and/or Mathematical Analysis, and to teach concepts of geometric size and shape through both a practical and abstract approach.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and assignment of problems from the textbook; 2) lectures by the instructor; 3) class discussions; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Algebra I. A student is required to: 1) Read the text as assigned by the teacher; 2) complete written assignments given by the teacher; 3) purchase required instructional supplies; and 4) attend laboratory sessions as needed.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Modern Geometry - Structure and Method. Jurgensen,
Donnelly, Dolciani.

TRIGONOMETRY
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the field of advanced Mathematics. In grades 10 and 11, enrollment is for the 2nd semester and only for those students who plan to take Mathematical Analysis the following year. The course is a thorough exploration of Mathematics of Trigonometry using an analytical approach. The trigonometric functions are explored from the "unit circle" point of view. Graphs of these functions, fundamental relations between them, the inverses of these functions, and trigonometric forms of complex numbers are studied. The course provides the trigonometric background for higher Mathematics and for applications in the physical sciences. It is recommended that the course be elected by capable college-oriented Mathematics students.

II. Objectives:

The course is designed to prepare students for Mathematical Analysis and to teach the concepts of circular trigonometric functions.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The reading and assignment of problems from the textbook; 2) instructor lectures; 3) class discussions; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed the course in Algebra II. A student is required to: 1) Read the textbook as assigned and complete all written assignments given by the instructor; 2) purchase necessary instructional supplies; and 3) take periodic tests as determined by the teacher.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Modern Trigonometry. Wootin, Beckenbach, Dolciani.

COLLEGE ALGEBRA
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in Grades 11 and 12 who wish to study in the area of advanced Mathematics. The course is a modern treatment of concepts of higher Algebra including axiomatic development of the real and complex number systems. Other topics include polynomials, equations and inequalities, determinates and matrices, mathematical induction, and vector algebra. It is recommended that the course be taken by capable college-oriented Mathematics students who are not enrolled in Mathematical Analysis.

II. Objectives:

The course is designed to teach the student concepts of advanced Algebra involving the structure of the number system and other abstract concepts of algebraic systems, and to teach the student the necessary mathematical competencies to enroll in Mathematical Analysis.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The reading and assignment of problems from the text; 2) instructor lectures; 3) class discussions; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, a student must have successfully completed Algebra II and Trigonometry with a minimum grade of "C". A student is required to: 1) Read the textbook and complete written assignments as determined by the instructor; 2) participate in class discussions; and 3) purchase necessary instructional materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

College Algebra. Bardell and Spitzbart.

MATHEMATICAL ANALYSIS
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 11 and 12 who wish to study in the area of advanced Mathematics. This is a pre-calculus course. Areas of study include mathematical logic, ordered fields, vector algebra, analytical geometry, function analysis, sequence and series, limits and derivatives, matrices and probability. Some project work is generally required. It is recommended that this course be taken by highly capable students whose next course will be Calculus.

II. Objectives:

The course is designed to teach the student mathematical systems through vectors, analytical geometry and polynomial structure, and to teach the student the necessary mathematical competencies to enroll in Calculus.

III. Methods of Instruction:

In order to enroll in the course, a student must have successfully completed Algebra II and Trigonometry. Trigonometry may be taken concurrently with instructor recommendation. A student is required to:1)Read the text and complete written assignments as determined by the instructor; 2) participate in class discussions; and 3) purchase necessary instructional supplies.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Modern Introductory Analysis. Dolciani, Beckenbach, Jurgensen, Donnelly, Wooton.

CALCULUS
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students who wish to study in the area of advanced Mathematics. Calculus is a full year college level course. Topics include limits and continuity, methods and applications of differentiation and integration of algebraic and transcendental functions.

II. Objectives:

The course is designed to teach the student the Calculus involving differential equations and Integration, and to teach the student the necessary Mathematics to enroll in advanced college mathematics.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings and assignments of problems from the textbook; 2) instructor lectures; 3) class discussions; and 4) individualized instructional strategies.

IV. Requirements:

In order to enroll in the course, the student must have successfully completed Mathematical Analysis with a minimum grade of "B" or instructor recommendation. A student is required to: 1) Read from the textbook and complete written assignments as determined by the instructor; 2) participate in class discussions; and 3) purchase necessary instructional supplies.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Calculus with Analytical Geometry (1st Course). Protter and Morrey.
Elements of Calculus & Analytical Geometry. Johnson and Kikemeister.
Calculus - Volume I - Introduction with Vectors & Analytic Geometry. Apestol.

PHYSICAL SCIENCE - Ninth Grade
(Required - 1 Year)

I. Course Structure:

The course is organized and the subject matter presented in a manner which permits the student to: 1) Develop a background which should assist the student in further study in chemistry and physics; and 2) become involved in the fundamental processes of application technology and ideas of chemistry and physics.

II. Objectives:

The course is designed to: 1) Present the concepts of physics and chemistry which combined, form the basis of physical science; 2) develop in the student a logical attitude toward the basic relationships and theories which explain the nature of inanimate objects; 3) involve the student in laboratory science experiences in which he discovers, for himself, the principles involved; and 4) assist the student to develop individual methods of research.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and discussions of general concepts and topics for research; 2) laboratory experiments in which the student investigates the principles governing the concepts presented; 3) instructor demonstrations of certain experiments; and 4) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Actively participate in class discussions; 2) complete assigned readings of the textbook as a supplement to class discussion; 3) participate in laboratory work and prepare laboratory reports; 4) develop a project each quarter in research which requires reading about the topic; and 5) prepare a written paper with a 10 to 15 minute oral presentation to the class.

V. Credit:

Upon successful completion of the course a student will receive one unit of credit.

VI. Bibliography:

Modern Physical Science.
Introductory Physical Science . (I.P.S.)

BIOLOGY I (BSCS)
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study Biology. The Yellow Version (Biological Science: An Inquiry Into Life) is organized around the concepts of biological unity, diversity and continuity, and stresses the cellular level of organization. Student work is centered in the laboratory where exercises of experimental and quantitative nature lead to an understanding of scientific inquiry and investigation. Representative varieties of organisms are studied including plants, animals and micro-organisms. Emphasis is placed on relating specific facts and principles so they may be considered a part of the total organizational structure of biology. The applied fields of biology are presented indirectly as each biological concept is investigated. Students gather, organize and interpret experimental data which is reported in a scientific manner.

II. Objectives:

The course is designed to: 1) Give students a basic understanding of science and scientific processes; 2) develop scientific literacy to assist in the preparation of the student for later responsible citizenship and 3) teach science as a way of thinking through the emphasis of underlying concepts and understandings.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading approximately 1-2 chapters per week from the BSCS Yellow Version textbook. Several other textbooks of varying levels of difficulty are also available in the resource center. Students are encouraged to refer to these when the selected textbook does not suffice; 2) laboratory work and class discussion comprise 80% of the class meeting time. Through emphasis on basic concepts and the illustration of such concepts in many varied ways, the student is given practice in drawing conclusions, making generalizations, and in seeking relationships as well as finding his own answers. Class discussions are student oriented with the teacher acting as guide and moderator; 3) lectures comprising 20% of the class meeting time.

They are held in a large group lecture facility, with 60 to 80 students in attendance; 4) field trips sponsored by the several science clubs including trips to hospitals, colleges, and places of Ecological interest as well as to museums; 5) independent work carried on by students with special interests; 6) use of audio-visual materials; and 7) instructor-student conferences.

IV. Requirements:

A student is required to: 1) Complete approximately 30-35 textbook chapters as assigned during the year. Occasional reference material is added to this; 2) complete 55-75 laboratory write-ups (as time permits); 3) participate in class discussions and present findings from special projects; and 4) purchase a laboratory manual and pay the laboratory fee.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: BSCS Yellow Version.

BIOLOGY II (BSCS)
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. Biology II is an advanced course for Seniors who have demonstrated an interest and ability to evaluate biological experimentation in greater depth. Emphasis will be placed on directing students in the nature of laboratory investigations, problems, and scienfific concepts, designed for the student to reason through his experiences of the past, present, and future. Approximately 75-80% of class time will be devoted to work in the laboratory.

II. Objectives:

The course is designed to: 1) Enable students to become involved in laboratory investigations, problems and scienfific concepts; 2) evaluate biological experimentation in greater depth using statistical methods and to interpret data; 3) integrate previous learning experiences in science and mathematics as a means of problem-solving; 4) enable students to become familiar with experimental design; and 5) use scientific literature in finding ways to solve a problem or to substantiate results of an investigation.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from basic laboratory and introductory college textbooks, plus a variety of reference materials relating to scientific problems; 2) class discussions; 3) critique of laboratory investigations with an emphasis on independent study; 4) field trips; 5) use of audio-visual materials and 6) instructor-student conferences.

IV. Requirements:

A student is required to: 1) Complete all assigned readings; 2) prepare written papers on one or two biological problems; 3) participate in class discussions; 4) have completed a course in Chemistry (Physics if possible) and 5) pay the required laboratory fee of $3.00.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Biological Science: Interaction of Experiments & Ideas. BSCS.
Biology. Kimball.
Biology and Its Principles and Implications. Hardin.
Science of Biology. Weisz.
Foundations of Biology. McElroy, et.al.
BSCS: Laboratory Blocks.
Life. Simpson.
Scientific American and Science News Letter.

GENERAL CHEMISTRY
(Elective - 1 Year)

I. **Course Structure:**

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. The course is for students in grades 11 and 12 who wish to study in the field of Chemistry. The course is designed for those students who desire a knowledge of Chemistry but are not planning on further study in the field of science. Less emphasis is placed on mathematics than in the Theoretical Chemistry course, but the materials presented follow the same basic outline. Special emphasis will be given to the history, philosophy, and social impact of science. The content of the course includes: 1) Matter and its changes; 2) atomic structure; 3) The Periodic Table; 4) chemical bonding, composition of molecules and equations; 5) The Gas Laws and Composition of Gases; 6) liquids and solids in water solutions; 7) ionization; 8) acids, bases and salts; 9) oxidation and reduction; 10) carbon and its oxides; 11) hydrocarbons; 12) chemistry of photography; and 13) printing of pictures.

II. **Objectives:**

The course is designed to: 1) Help the student gain a general understanding of chemistry for better living; 2) prepare the student for continuing his study of science in college or a vocational school; and 3) help the student to learn laboratory technique.

III. **Methods of Instruction:**

Various methods are used in the course. These methods include: 1) Assigned readings; 2) class discussions; 3) problem solving techniques; 4) instructor lectures; 5) laboratory experiments; 6) audio-visual materials; and 7) tests.

IV. **Requirements:**

In order to enroll in the course, a student must have successfully completed one year of Algebra with a minimum grade of "C" and an additional science course with a minimum grade of "C". A student is required to: 1) Read all assigned materials; 2) learn to write formulas and equations; 3) participate in class discussions; 4) complete assigned experiments; and 5) write a paper on some interesting topic related to Chemistry.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: *Modern Chemistry*. Metcalf, et.al.
Lab. Manual: *Laboratory Science by the Semimicro Method*.
Weisbruch and Chewing.

PRINCIPLES OF CHEMISTRY

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. Principles of Chemistry is a course recently developed by the Chemical Education Materials Study Committee. This committee's membership consists of some of the better high school and college chemistry teachers in the nation. The course is designed for students who are interested in the field of chemistry and desire to study chemistry as it is today. The content of the course includes: 1) The Atomic Theory; 2) Chemical reactions; 3) Kinetic Theory - Gas, Liquid and Solid Phase; 4) structure of atoms and Periodic Table; 5) equilibrium and rates of chemical reactions; 6) solubility Equilibria; 7) acids and bases; 8) oxidation - reduction reactions; 9) chemical calculations; 10) molecules in the gas phase; 11) bonding in solids and liquids; 12) chemistry of carbon compounds; 13) writing and balancing of chemical equations; and 14) the halogens.

II. Objectives:

The course is designed to; 1) Emphasize the most enjoyable part of chemistry - experimentation; 2) develop the principles, laws and theories of chemistry; 3) prepare students for advanced study in chemistry and other sciences; 4) learn laboratory techniques; and 5) provide students an understanding of chemistry for better living.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading assignments; 2) class discussions; 3) laboratory experiments; 4) problem solving; 5) lecturers; 6) tests; and 7) a set of educational films designed especially for this course.

IV. Requirements:

A student is required to: 1) Read and study the assigned topics; 2) complete assigned experiments by completing data and writing the results; 3) participate in class discussions; 4) learn to write formulas and balance chemical equations; and 5) make a passing score on all tests.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: Chemistry - An Experimental Science.
Chemical Education Materials Study.
Laboratory Manual: Chemistry - An Experimental Science.
Chemical Education Materials Study.

THEORETICAL CHEMISTRY
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Chemistry. The emphasis of the course is to orient the student to basic modern chemical principles and laboratory skills.

II. Objectives:

The course is designed to: 1) Help the student to understand how chemical principles and concepts develop; 2) assist students to understand ordinary chemical and scientific phenomena in everyday activities; 3) help the student to appreciate the role of the chemist and Industrial Chemistry developing our present highly technological society; and 4) prepare the student for further advanced level work in science.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from textbook and supplementary printed materials in Science including one major reading assignment per quarter; 2) class discussions; 3) instructor lectures; 4) problem solving work sessions; 5) individual laboratory work; 6) use of audio-visual materials and 7) individual assistance.

IV. Requirements:

A student is required to: 1) Complete one laboratory per week and write up results in notebook; 2) be able to solve related chemical problems of moderate difficulty; and 3) pay the required laboratory fee of $2.00.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text: Chemistry - A Modern Approach. Hogg, et.al.
Laboratory Manual: Chemistry - A Modern Approach.
Chemistry Problems. Castka.
Chemistry. Sienko and Plane.

GENERAL PHYSICS (Harvard Project)
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 2-module meeting two times per week. The General Physics course is for students in grades 11 and 12 who wish to study in the area of the physical sciences . The course is a laboratory-oriented science course for the student interested in human beings, history and philosophy rather than preparing the student for engineering of physics in college. The course will survey the most important topics in physics including recent developments. Although mathematics will be applied to physics, the emphasis will be on; 1) the structure of scientific thought, and 2) the relationship of physics to our culture. Topics studied will include the cause of motion, wave theory, the conservation of charge and models of the atom.

II. Objectives:

The course is designed to: 1) Teach the underlying postulational structure of natural science; 2) teach the process scientists use to determine what they know; 3) develop a feeling of confidence on the part of the student when operating in the laboratory situation; 4) develop an understanding of the primary topics in physics; 5) develop an awareness of the strengths, limitations and possibilities of science; 6) show the effect of physics on the course of history and the impact of physics on our culture; 7) acquaint the student with some of the social implications of science and hopefully make him concerned about the effects the work of scientists can have on others; and 8) demonstrate to the student where science fits in with the other methods man has of finding truths about himself and the world about him.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Extensive work in the laboratory; 2) in-depth class discussions oriented to pre-laboratory, the laboratory and post-laboratory experiences; 3) instructor lectures oriented to laboratory work; 4) assigned readings from the textbook and related sources; 5) individual oral examinations on laboratory experiences; 6) use of audio-visual materials; 7) field trips of a sophisticated nature; 8) independent study in the development of an assigned topic; and 9) instructor-student conferences oriented to problem solving techniques.

IV. Requirements:

In order to enroll in the course a student must have successfully completed all previous courses in Mathematics and Science with a "C" average. A student is required to: 1) Read selected articles of his own choice or by instructor assignment; 2) write the assigned number of papers - laboratory work and one research paper; 3) be involved actively in class discussions; and 4) purchase the required instructional materials and pay the required laboratory fee of $2.00.

V. Credit:

A student receives 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

An Introduction to Physics. Harvard Project Physics.
Foundations of Modern Physical Science. Holton and Roller.
Fundamental Physics. Orear.
Terms, Tables and Skills for the Physical Sciences. Woodruff.
Elementary Modern Physics. Weidner and Sells.
An Introduction to the Foundations and Fundamental Concepts of Mathematics. Eves and Newsom.
I Share Your Uneasiness. Wald.
Various articles and pamphlets.

PHYSICS (PSSC)
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week and a 2-module meeting once per week. The PSSC course in physics is for students in grades 11 and 12 who wish to study extensively in the area of the physical sciences. The emphasis of the course is to orient the student to a survey of the most important topics in physics at a mathematical level sufficient to prepare him for college level work, and to achieve a level of basic understanding of physical science and of the process science uses to determine what it knows.

II. Objectives:

The course is designed to: 1) Teach the underlying postulational structure of natural science; 2) teach the process scientists use to determine what they know; 3) develop a feeling of confidence on the part of the student when operating in the laboratory situation; 4) develop an understanding of the primary topics in physics; 5) develop an awareness of the strengths, limitations and possibilities of science; 6) develop a mathematical proficiency to the point where students can collect and manipulate data to a level at least sufficient to meeting the prerequisite expectations of the major colleges and universities; 7) acquaint the student with some of the social implications of science and hopefully make him concerned about the effects his work, as a scientist, can have on others; and 8) show the student where science fits in with the other methods man has of finding truths about himself and the world about him.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Extensive work in the laboratory; 2) in-depth class discussions oriented to pre-laboratory, the laboratory and post-laboratory experiences; 3) instructor lectures oriented to laboratory work; 4) assigned readings from the textbook and related sources; 5) individual oral examinations on laboratory experiences; 6) use of audio-visual materials; 7) field trips of a sophisticated nature; 8) independent study in the development of an assigned topic; and 9) instructor-student conferences oriented to problem solving techniques.

IV. Requirements:

In order to enroll in the course the student must be currently enrolled in trigonometry, mathematical analysis, calculus, or have the special permission of the instructor. A student is required to: 1) Read selected articles of his own choice or by instructor assignment; 2) write the assigned number of papers - laboratory work and one research paper; 3) be involved actively in class discussions; and 4) purchase the required instructional materials and pay the required laboratory fee of $2.00.

V. Credit:

A student receives 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Physical Science Study Committee, Physics 2nd ed. Heath.
Fundamental Physics. Orear.
Foundations of Modern Physical Science. Holton and Roller.
Physics for Students of Science and Engineering. Halliday & Resnick.
Terms, Tables and Skills for the Physical Sciences. Woodruff.
An Introduction to the Foundations and Fundamental Concepts of Mathematics. Eves and Newsom.
I Share Your Uneasiness. Wald.
Elementary Modern Physics. Weidner and Sells.
Various Articles and pamphlets .

SCIENCE SEMINAR
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting two times per week and a 2-module meeting three times per week. Additional student time will be required to complete the development of selected projects. The course is an individualized approach to scientific (Chemical, Physical or Biological) research-- each student will select a particular project area. The student will research the topic in the scientific literature, develop a feasible method, assemble any necessary equipment and carry out all necessary determinations. A day to day log book will be maintained and a thesis-type paper will be required.

II. Objectives:

The course is designed to: 1) Teach effective ways of researching scientific literature; 2) practice in utilizing the literature as a basis for setting up methods to investigate a specific problem; 3) provide experience in constructing, assembling and standardizing equipment as well as ordering necessary components; 4) provide experience in obtaining meaningful data and analyzing it statistically; 5) provide experience in keeping a day to day record book and writing an acceptable research paper; 6) develop the ability to present such a paper before a sophisticated audience; and 7) prepare the student for similar requirements in research to obtain a science degree at the university level.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Library research at all available libraries - public and private; 2) extensive laboratory work; 3) weekly conferences with instructor plus additional conference time as required; 4) visitations to specialists in the metropolitan area; 5) correspondence as necessary; and 6) writing of a scientific paper as work for each section is completed.

IV. Requirements:

In order to enroll in the course a student must have prior approval from the instructor. A student is required to: 1) Complete an acceptable piece of scientific research - properly documented - involving a minimum of time and effort; 2) write a paper; and 3) present this paper at a scientific meeting.

V. Credit:

A student receives 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of materials of all types and pertinent to the particular investigation is available for group or individual use.

THE MAN-MADE WORLD (Engineering Careers Concepts Project - ECCP)
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting four times per week. The course is for students in grade 11 who wish to pursue study in the area of technology and its related potential. The course, which is interdisciplinary in nature, deals with the relationships between modern technology and the society in which we live. Concepts such as decision-making, feedback, stability, and logic are studied for their effect on economic, social, and scientific problems. Students will learn about computers by operating a remote computer terminal. Units of instruction in the course with varying time blocks include:

A. Decision-Making Process
B. Marketing Simulation
C. Computers, Logic, and Switching Circuits
D. Geography and the Internation Simulation
E. Our National Priorities and The Meaning of Freedom
F. Man-Machine Interaction
G. SCANPED Simulation
H. How Do We Communicate?
I. Great Problems of Man in Today's World
    1. Pollution
    2. Population
    3. Education
    4. Drugs
    5. War
J. Future Games

The interdisciplinary teaching team includes one instructor from the departments of Social Studies, Science, Mathematics and English.

II. Objectives:

The course is designed to: 1) Teach the elements and process of decision-making; 2) develop an awareness of the present level of technology and the direction technology may take in the future; 3) develop an awareness of the interaction between society and technology; and 4) improve the processes of communication.

III. Methods of Instruction:

Various methods are used in the course. These methods include teaching strategies which would be oriented to: 1) A problem-oriented approach with the problems relevant to the student and illustrate real-life situations; 2) a student= centered approach with problem-solving groups as the central operating unit of the course with the teacher serving as an organizer of activities and a resource person in the problem-solving process; 3) a high degree of flexibility in scheduling classes; 4) instructor-student selection of topics to be explored; 5) rotation of team leadership; 6) enrolled students to be divided in appropriate small groups for independent study as dictated by interest and ability; 7) instructors to be available to the individual student in small groups on a regular schedule basis; and 8) well-defined and published responsibilities for the respective team leader and his assistants.

IV. Requirements:

In order to enroll in the course a student must have successfully completed, with a high grade level, a course(s) in Geometry, Biology or Chemistry. Due to the fact that the basic design of the course is directed toward individualized instruction, a student must have proof of being able to study and perform at a high level in independent study strategies. The disciplinary team will also be involved in a screening process for student enrollment.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A wide variety of printed and audio-visual materials is available for group or individual use.

SPECIAL MATERIALS BIOLOGY PROGRAM

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum of a 2-module meeting once per week for lectures and a 3-module laboratory meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Biology. The emphasis of the course is to orient the student to a general background in biology with emphasis on ecology and to achieve a level of general appreciation and understanding in biology.

II. Objectives:

A student is required to become involved in activities and concepts with attention given to laboratory work and field work. Also the student is to increase his appreciation of the biological world and his role in the same.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Minimal reading, using mostly BSCS Patterns and Processes but including some outside textbooks and magazines for reference; 2) class discussions; 3) short lectures covering understanding of laboratory field concepts; 4) field trips and a study of a natural community; 5) class directed independent study; 6) use of audio-visual materials; and 7) continuous dialogue between teacher and student.

IV. Requirements:

A student is required to: 1) Complete a minimum of 30 laboratory periods outside of regular class time; 2) develop one research paper; 3) participate in class discussions; and 4) purchase a BSCS Patterns and Processes Work Book.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

BSCS - Patterns and Processes. Holt, Rinehart, and Winston, Inc.

FRENCH I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Additional time will be spent in the language laboratory as determined by the instructor. The course is for students in grades 10, 11, and 12 who wish to study in the area of modern foreign language. The emphasis of the course is to orient the student to the Sound System and elementary Speech Patterns of French, and to attain a level of achievement which will permit the student to enroll in advanced French courses.

II. Objectives:

The course is designed to: 1) Learn the basic French sound system; 2) learn the elementary speech patterns; and 3) appreciate the differences of a foreign culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1)Memorizing elementary dialogs; 2) memorizing elementary grammar patterns; 3) class discussions; 4) instructor lectures; 5) use of audio-visual materials; and 6) work in the language laboratory.

IV. Requirements:

A student is required to: 1) Complete all assignments in a satisfactory manner; and 2) devote time as assigned in the language laboratory.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM Level One. Dale and Dale.

FRENCH II

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Additional time will be spent in the language laboratory as determined by the instructor. The course is for students in grades 10, 11, and 12 who wish to continue study in a modern foreign language. The emphasis of the course is to orient the student to more advanced oral and written aspects of the language and to achieve a level of average proficiency. Classes in French II are organized by ability and proficiency levels.

II. Objectives:

The course is designed to: 1) Improve oral comprehension; 2) improve pronunciation and intonation; 3) improve knowledge of reading and writing; and 4) improve an understanding of French history and culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorizing basic patterns of speech; 2) use of language laboratory to achieve memorization; 3) assigned readings from the textbook and supplementary materials; 4) prepared conversations; 5) instructor lectures; 6) class discussions; and 7) use of audio-visual materials.

IV. Requirements:

To enroll in the course a student must have successfully completed a required number of units of ALM materials. The requirements for Level I include 7 units, Level II - 11 units and the passing of the first year achievement test; and Level III - 14 units and the passing of the first year achievement test. A student is required to: 1) Memorize standard pronunciations, intonations, and vocabulary; 2) be able to do all laboratory drills with the speed and perfection of the recorded tape; 3) report on special interest areas, at the teacher's and student's discretion; and 4) know vocabulary and information from about 10 films.

V. Requirements:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliogrpahy:

ALM Level II.
"Chez Nous" magazine

FRENCH III
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of advanced French. The emphasis of the course is to orient the student to advanced French oral and written language, to introduce literature and art of a more advanced level, and to achieve a level of moderate proficiency in oral and written French. French III is designed to accept the student at the level where the teacher finds him and to proceed according to the students' interest and ability.

II. Objectives:

The course is designed to: 1) Improve comprehension, intonation, pronunciation; 2) improve written ability; and 3) improve understanding of the French culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorization of basic speech patterns; 2) readings in class; 3) outside readings; 4) reports from Match magazine; and 5) presentation of slide series on art and history.

IV. Requirements:

A student must have completed French II, prior to enrollment. The student is required to 1) Memorize all structure patterns with the speed, intonation, and pronunciation of a recorded tape; 2) complete outside readings; 3) complete class work on class readings; 4) give oral reports and participate in conversations; and 5) complete all classwork in French.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM Level II and Level III.
Paris Match Magazine.
Le Petit Prince.
Contes Parisiens.

FRENCH IV
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week and a 3-module meeting once per week. The course is for students in grades 10, 11, and 12 who wish to study French at an advanced level. Course content will vary each year based on interest and abilities of the students enrolled.

II. Objectives:

The course is designed to: 1) Perfect oral comprehension, pronunciation and intonation; 2) achieve maximum knowledge of reading and writing; and 3) improve the understanding of French culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorization of basic speech patterns, and vocabulary; 2) conduct all classwork in French; 3) Reports on articles from the "Paris Match" magazine; 4) study of slide lecture series on French art and civilization; 5) study of French literature according to students' interest ability; and 6) outside readings from French literary works.

IV. Requirements:

A student must have completed 30 ALM Units prior to enrollment. The student is required to: 1) Memorize grammar by way of basic speech pattern drills; 2) speak only French in class; 3) give oral reports on current events; 4) obtain a firm knowledge of French art, history, and culture; 5) complete outside readings from French classics and 6)understand whatever literary works the class decides to study together.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM - LEVELS III and IV.
Match.
Contes Modernes.
Morris Bishop.

SPANISH I

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Additional time will be spent in the language laboratory as determined by the instructor. The course is for students in grades 10, 11, and 12 who wish to study in the area of a modern foreigh language. The emphasis of the course is to orient the student to the Spanish language and culture and to achieve a level of comprehension and ability to speak, read, and write the language.

II. Objectives:

The course is designed to acquire the skills of listening, speaking, reading, and writing the Spanish Language and to acquire an appreciation of the cultural differences in Spanish-speaking localities.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorizing dialogues by imitating and repeating and work with pronunciation and structure drills; 2) formation of correct speaking habits through classroom conversation and a variety of speaking drills; 3) laboratory experiences; 4) field trips; and 5) classroom discussions.

IV. Requirements:

The student is required to complete 12 units of ALM materials and to participate orally in class.

V. Credit:

Each student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM Spanish - Level I. Harcourt-Brace , and World.

SPANISH II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 1-module meeting once per week plus additional time in the language laboratory as designated by the instructor. The course is for students in grades 10, 11, and 12 who wish to continue their study in a modern foreign language. A continued emphasis will be made to orient the student to the Spanish language and culture and to achieve a level of greater comprehension and ability to speak, read, and write the language. Classes in Spanish II are sectional by ability levels. The major criteria for sectioning is the amount of ALM Units previously completed.

II. Objectives:

The course is designed to develop in each student a higher degree of appreciation for and proficiency in the language.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorization of basic sentences and work with structure drills; 2) formation of correct speaking and writing habits through a variety of speaking and writing drills; 3) laboratory experiences; 4) field trips; and 5) class discussions ; and 6) use of audio-visual materials.

IV. Requirements:

A student is required to complete 20 units of ALM materials and participate orally in class.

V. Credit:

A student receives 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM - Spanish Level II. Harcourt-Brace.
A variety of additional printed materials are available for group or individual use.

SPANISH III
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 10, 11, and 12 who wish to continue study in the area of Spanish.

II. Objectives:

The course is designed to: 1) Maximize the speaking, listening, reading and writing communication skills in Spanish. Fluency, understanding and pronunciation are stressed; 2) promote a better understanding of and communication with the Spanish-speaking peoples, their countries and cultures; and 3) provide for a greater self-realization by enjoying and having success in a second language.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings of contemporary writings as well as important selections in the literature of Spain and Latin America; 2) to give a greater emphasis on reading and writing, but at every level the major emphasis is on listening and speaking; 3) class discussions of readings and other topics of interest; 4) instructor lectures on culture; 5) field trips to Mexico; 6) use of audio-visual materials; and 7) supplementary independent study programs.

IV. Requirements:

In order to enroll in Spanish III, a student must have completed Spanish II with a minimum grade of "C". A student is required to: 1) Complete all assigned readings; 2) attend all class sessions; 3) complete all assignments; and 4) pass all examinations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM: Spanish Level III. Harcourt, Brace, World.
Por Tierras de Espana. Giner de los Rios.

SPANISH IV
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 10, 11, and 12 who wish to study in the area of Spanish in depth.

II. Objectives:

The course is designed to: 1) Maximize the speaking, listening, reading and writing communication skills in Spanish. Fluency, understanding, and pronunciation are stressed; 2) promote a better understanding of and communication with the Spanish-speaking peoples, their country and culture; and 3) provide for a greater self-realization by enjoying and having success in a second language.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings of contemporary writings as well as important selections in the literature of Spain and Latin America; 2) to give a greater emphasis on reading and writing, but at every level the major emphasis is placed on listening and speaking; 3) class discussions of readings and other related topics of interest; 4) instructor lectures on culture; 5) field trips to Mexico; 6) audio-visual materials; and 7) supplementary independent study programs can be arranged.

IV. Requirements:

A student is required to have completed Spanish III with a minimum grade of "C". A student is also required to: 1) Complete all assigned readings; 2) attend all class sessions; 3) complete all assignments; and 4) pass all examinations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

ALM: Spanish Level IV. Harcourt, Brace, World.
Cumbres de la Civilizacion Espanola. Giner de los Rios.
Corona de Sombra. Usigli.

LATIN I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Additional time will be spent in the language laboratory as determined by the instructor. The course is for students in grades 10, 11, and 12 who wish to study a classical language. A student is oriented to the concept that Latin is the mother of five important languages (Spanish, French, Italian, Portuguese, and Romanian) of Europe and the Western World and is also the greatest contributor to modern English, including a vast scientific and technical vocabulary to which it is still actively contributing. Latin has special usefulness for students of law, medicine, pharmacy, and theology, as well as for students of philosophy, literature, history, and medieval studies of any kind. A special emphasis in the instructional program is directed to vocabulary, syntax, translation, and Greek and Roman culture.

II. Objectives:

The course is designed to: 1) Provide an opportunity to build vocabulary by means of association with the English language; 2) develop a knowledge of Latin grammar; and 3) facilitate the reading of Latin literature from a variety of materials.

III. Methods of Instruction:

The methods used are traditional, with an equal division between reading and translating, and composition. Review sheets are distributed from time to time in order to teach the meanings of prefixes, suffixes, and other Latin bases in the English language. The culture is presented in terms of relating similarities in problems and accomplishments to the present time in the Western World, with a study of the contributions made to this world by the civilization of ancient Rome. This is done by means of tapes in the language laboratory, discussion periods in which student participation is mandatory, and instructor lectures covering the details of that epoch.

IV. Requirements:

To enroll in the course, a student must have maintained a "C" average in English courses.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Latin for Americans, First Book. Ullman and Henry.

LATIN II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four days per week. Additional time will be spent in the language laboratory as determined by the instructor. The course is for students in grades 10, 11, and 12 who wish to continue to study a classical language. Vocabulary and syntax continue to be emphasized. Caesar's Commentarees on the Gallic Wars is the major literary work read in it's original form.

II. Objectives:

The course is designed to: 1) Continue vocabulary building by means of association with the English language; 2) continue the knowledge of Latin grammar; and 3) facilitate the reading of Latin literature, especially the commentaries on the Gallic Wars by Caesar.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Independent work in the fields of art, architecture, and research on the professions and their use of Latin, e.g. medicine, law, etc.; 2) use of audio-visual materials including travelogues and tapes in the language laboratory; and 3) assigned reading material dealing primarily with the writings and deeds of Caesar, with discussions based on the historical background and implications and effects on the Western World.

IV. Requirements:

To enroll in the course a student must have successfully completed the course in Latin I with a "C" average. A student is required to complete all assignments from the textbook and attend a number of language laboratory sessions and work with tapes.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Latin for Americans. Ullman and Henry.

LATIN III

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Additional laboratory time will be spent as determined by the instructor. The course is for students in grades 11 and 12 who wish to do advanced study in a classical language. In Latin III a student has the opportunity to examine in detail the literary works of Cicero's Orations and Ovid's Metamorphoses. Although there are no ancient Romans to be met in the forums of current affairs, education that neglects the past is unthinkable and suicidal. Education should make us cognizant of the continuum of our culture, our immense debt to the past, and the timelessness of much of our literary, artistic, and political heritage. This consciousness provides a perspective for intelligent, purposeful living in the present and future. To live intellectually only in one's own time is as misguiding as to live intellectually only in one's own culture.

II. Objectives:

The course is designed to provide opportunities for the student to become highly proficient in the language, to become appreciative of the role of past cultures and to gain an insight as to the place another language can play in everyday life.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) work in the language laboratory; 3) use of audio-visual materials; 4) instructor lectures; and 5) field trips.

IV. Requirements:

To enroll in the course, a student must have successfully completed the course in Latin II with a "C" average. A student is also required to complete all assigned work.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Third Year Latin. Jenny, Charles and Scudder.

LATIN IV
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. Additional time will also be spent in the language laboratory as determined by the instructor. The course is for students in grades 11 and 12 who wish to do in-depth study in a classical language. The major emphasis in Latin IV is on the translation of Vergil's Aeneid. There is also a study of the effects of Roman government, politics, architecture, law and literature in the modern world as well as a continued emphasis on the basic skills, especially vocabulary building.

II. Objectives:

The course is designed to finalize, at the most sophisticated level possible, the objectives outlined in previous Latin courses.

III. Methods of Instruction:

The basic methods of instruction used in previous Latin courses will be followed with a greater emphasis placed on levels of achievement, independent study, assigned readings from reference materials and the utilization of audio-visual materials.

IV. Requirements:

To enroll in the course a student must have successfully completed the course in Latin III with a "C" average. A student is also required to demonstrate those attitudes and study habits which are expected of a student doing advanced work.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Vergil's Aeneid. Pharr and Clyde (ed.).

GERMAN I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 10, 11, and 12 who wish to study in the area of German. The emphasis of the course is to orient the student to the German language and culture and to achieve a level of comprehension and ability to speak, read, and write the language.

II. Objectives:

The course is designed so that the student may acquire the skills of listening, speaking, reading, and writing in the German language and gain an appreciation of the cultural differences in German-speaking localities.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorization of dialogs by imitating and repeating and work with pronunciation and structure drills; 2) formation of correct speaking habits through classroom conversation and a variety of speaking drills; 3) laboratory experiences and 4) class discussions.

IV. Requirements:

A student is required to complete 14 units of ALM materials and to participate orally in class.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

German: Level I. Harcourt, Brace and World.
German: Elementary Series. D.C. Heath & Co.

GERMAN II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 10, 11, and 12 who wish to continue their study in the area of German. The emphasis of the course is to continue to orient the student to the German language and culture and to achieve a level of greater comprehension and ability to speak, read, and write the language.

II. Objectives:

The course is designed to attain greater achievement in the skills of listening, speaking, reading, and writing in the German language and to continue the study of the culture of German-speaking peoples.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Memorization of basic sentences and work with structure drills; 2) development of correct speaking and writing habits through a variety of speaking and writing drills; 3) laboratory experiences and 4) class discussions.

IV. Requirements:

A student is required to have completed German I with a minimum grade of "C" or enroll by instructor permission. Completion of 21 units of ALM materials and oral participation is also required of every student.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

German: Level II. Harcourt, Brace, World.
German: Reading for Meaning.

GERMAN III
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 10, 11, and 12 who wish to study in depth the area of German.

II. Objectives:

The course is designed to: 1) maximize the speaking, listening, reading and writing communication skills; 2) promote a better understanding of and communication with German-speaking peoples, their countries and culture; and 3) provide for a greater self-realization by enjoying and having success in a second language.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings of contemporary writings as well as important selections in German literature; 2) a greater emphasis on reading and writing, but at every level major emphasis is on listening and speaking; 3) class discussions of assigned readings and other topics of interest; 4) instructor lectures on culture; and 5) audio-visual materials.

IV. Requirements:

A student is required to have completed German II with a minimum grade of "C" or enroll by instructor permission. A student is also required to complete all assigned readings, and assignments.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

German: Level III. Harcourt, Brace, World.

FOREIGN LANGUAGE V LEVEL

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2 module meeting four times per week. Students will also spend a minimum of one hour per week in the language laboratory. The course is for students in grades 11 and 12 who wish to study in the area of foreign language in depth.

II. Objectives:

The course is designed to: 1) Maximize the speaking, listening, reading and writing communication skills in advanced foreign language. Fluency, understanding, and pronunciation are stressed; 2) promote a better understanding of and communication with the people of a foreign land, their country and culture; and provide for a greater self-realization by enjoying and having success in a second language.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) readings of contemporary writings as well as important selection in the literature of the foreign land; 2) to give a greater emphasis on reading and writing, but at every level the major emphasis is placed on listening and speaking; 3) class discussions of readings and other related topics of interest; 4) instructor lectures on culture; 5) field trips; 6) audio-visual materials; and 7) supplementary independent study programs can be arranged.

IV. Requirements:

A student is required to have completed the IV level with a minimum grade of "C". A student is also required to: 1) complete all assigned readings; 2) attend all class sessions; 3) complete all assignments; and 4) pass all examinations.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text materials will be determined by the instructor, based on the particular needs of the student.

BASIC DESIGN
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum meeting of 210 minutes per week and a maximum of 215 minutes per week depending upon assignment instruction. The course is for students in grades 10, 11, and 12. The emphasis of the course is to orient the student to a variety of media and techniques within the field of art. The course is a prerequisite to all advanced courses in art and as such is designed to prepare the student with the basic fundamentals necessary to more advanced study in the major art areas. Special emphasis is placed upon the study of design elements and principles and their application in two-dimensional and three-dimensional design.

II. Objectives:

The course is designed to : 1) Acquaint the student with the field of art and a variety of materials and techniques; 2) satisfy the prerequisite for advanced art classes; and 3) prepare the vocational and avocational student with a background in the basic fundamentals and elements of art.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned reading; 2) class discussions; 3) lectures by the intstuctor; 4) field trips; 5) a variety of visual and verbal projects; 6) art history materials; and 7) the use of guest artists, designers, and commercial artists.

IV. Requirements:

The student will complete a required number of projects within the areas of: 1) Drawing; 2) design; 3) lettering; 4) printmaking; 5) matting; 6) art history; 7) watercolor; 8) sculpture; and 9) ceramics as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Basic Drawing. Ellanger.

DRAWING AND PAINTING
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 4-module meeting three times per week. The course is for students in grades 11 and 12 who have completed the prerequisite year of Basic Design and wish to study at a more advanced level in the area of Drawing and Painting. The emphasis of the course is to orient the student to a variety of media and to expand his knowledge of the techniques of contemporary artists.

II. Objectives:

The course is designed to: 1) Encourage creativity in each student by providing the opportunity for self-expression with visual art materials; 2) assist the student to develop an awareness of the role of art in his environment; 3) acquaint the student with a variety of media and expand the scope of his aesthetic experience through improved understanding of the creative process; 4) develop respect for the tools and materials of art through knowledge of and experience in their use; and 5) assist the student to attain a level of increased proficiency which will not only provide him with a greater degree of personal satisfaction, but may also serve as thorough preparation for future study in the field of art.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures; 2) class discussions, and reports; 3) projects insuring practical experience in a variety of media and techniques; 4) assigned readings in art history and contemporary techniques related to specific projects; 5) field trips including art exhibits, museums and sketching trips; 6) class critique and self-evaluation through analysis of individual work; 7) instructor student conferences and the opportunity for in-depth study in open laboratory situations; and 8) guest artist lectures, demonstrations, and exhibits whenever possible.

IV. Requirements:

In order to enroll in the course a student must have successfully completed the course in Basic Design. A student is required to: 1) Complete assigned readings in preparation for papers, reports, and class discussions; 2) develop two research type papers - one each semester; 3) complete required projects in drawing -- minimum of 10-12 major drawings in a variety of media and required projects in painting - 6-8 paintings in acrylic, oil and watercolor; 4) develop sketchbooks -- specified number of pages each week in a variety of media; and 5) purchase required instructional materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available in the classroom and library for individual and group use.

COMMERCIAL ART
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 6-module meeting two times per week. The course is for students in grades 11 and 12 who have completed the prerequisite Basic Design course. The emphasis of the course is to orient the student to a variety of techniques, methods, and psychology which is applied to the commercial aspects of design, illustration, fashion, cartooning, rendering, line and color theory found within the field of Commercial Art.

II. Objectives:

The course is designed to: 1) Acquaint the student with the various materials and techniques within the commercial scope of art; 2) investigate the psychological aspects of buying, selling, and designing products, concepts, and ideas on the commercial market; 3) work with the major aspects of theatre and set design, costuming, and the many facets of drama production; and 4) prepare the vocational and avocational student with an adequate background in the basic fundamentals and elements of art.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) class discussions; 3) lectures; 4) field trips; 5) a variety of visual and verbal projects; 6) reference material; and 7) the use of guest artists and designers in the commercial field.

IV. Requirements:

The course in Basic Design must be completed before enrolling in the course. A student is required to complete a number of projects within the areas of advertising, rendering, cartooning, design, fashion design, and other related problems as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

"Advertising Procedure". Klepner.
"Print" magazine.

CERAMICS AND SCULPTURE
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 4-module meeting three times per week. The course is for students in grades 11 and 12 who have completed the prerequisite year of Basic Design and wish to study further in three-dimensional media. The emphasis of this course is to expand the students' knowledge of contemporary artists' materials and techniques and to increase his proficiency in the construction of three-dimensional art.

II. Objectives:

The course is designed to: 1) Develop a degree of proficiency in the use of a variety of materials and tools of sculpture and ceramics; 2) give the student a more mature concept of the subject through helping him to gain an increased knowledge and awareness of form in art, in nature, and in all objects in his daily life as well as sculpture and ceramics as related to other subject matter areas; 3) assist the student to develop creatively through self-assurance gained by familiarity with tools, materials, and equipment and by the material evidence of his productivity and obvious proof of his progress; 4) assist the student to develop a basic sense of responsibility to himself and to others through experience in the care of the studio and of the tools and materials used; and 5) assist the student to develop powers of logical thinking through experience in the technical aspects of glaze mixing and formulation and analysis of results.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor assigned readings and discussions; 2) instructor lectures and demonstrations; 3) the use of audio-visual materials; 4) assigned project work; 5) independent work designed by open laboratories for individual pursuit for knowledge in special interest areas; and 6) class critique and self-evaluation,and teacher conferences.

IV. Requirements:

1. Four major projects each semester. Projects in a variety of media are assigned on a progressively difficult basis.

2. Reading and discussion of materials related to specific areas of study. Reading includes books and periodicals on artists, techniques, history, etc.

3. Two papers -- one each semester.

4. Students are required to attend all classes. Absence due to illness or for other legitimate reasons may be made up in open laboratory time by prearrangement with the instructor.

5. Each student must purchase a notebook in which lecture notes, glaze formulas and recipes, and results of experimentation are to be recorded.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Ceramic. Nelson.
Clay and Glazes for the Potter. Rhodes.

INTERIOR DESIGN
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 6-module meeting two times per week. The course is for students in grades 11 and 12 who have completed the prerequisite year of Basic Design and wish to study on a more advanced level in the area of Interior Design. The emphasis of the course is to orient the student to the methods and techniques employed by the professional interior designer.

II. Objectives:

The course is designed to: 1) Acquaint the student with materials and rendering techniques used in the field of interior design; 2) provide the student with basic knowledge of furniture styles, fabrics, and the elements of design as related to interior design; 3) give the student the opportunity to develop a degree of proficiency in drawing, drafting, and pencil and watercolor rendering techniques; and 4) prepare the student with the basic fundamentals in the study of interior design.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings in periodicals, books, and other related materials; 2) instructor lectures, discussions, and demonstration of rendering techniques; 3) assigned project work; and 4) field trips including furniture show rooms, museums and examples of the work of professional interior designers.

IV. Requirements:

A student must have completed the course in Basic Design for enrollment. Students are required to: 1) Complete assigned readings and research for term papers and class discussion; 2) complete four to six major projects; 3) present one or two assigned reports; 4) produce a collection for fabric file and swatch boards; and 5) purchase required materials for the course.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials is available for student use as determined by assignments and individual project work.

WATERCOLOR/GRAPHICS

(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 4-module meeting two times per week. The course is for students in grades 11 and 12 who wish to study in the field of advanced art. The emphasis of the course is to orient the student to a variety of approaches to watercolor and graphics techniques used professionally and commercially.

II. Objectives:

The course is designed to: 1) Acquaint the student with the various materials and techniques within the specialized areas, with a more mature concept of drawing and the field of art; 2) give the student the opportunity to pursue a degree of proficiency within the application of various media; and 3) prepare the vocational and avocational student with a background in the basic fundamentals and elements of art.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) class discussions; 3) instructor lectures; 4) field trips; 5) use of audio-visual materials; and 6) use of guest artists and designers.

IV. Requirements:

To enroll in the course, a student must have successfully completed the course in Basic Design. A student is required to complete a number of projects within the areas of graphics, printmaking, drawing, watercolor, and water base media, as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of books, periodicals and other reference materials relative to the subject matter is available.

CONCERT CHOIR
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting five times per week. The course is for students in grade 10 only who wish to study and perform in the area of vocal music. Concert choir membership will be a prerequisite for future placement into the A Cappella Choir, Girls' "21", and Mixed Ensemble. Concert Choir will perform at all major concert and fine art functions.

II. Objectives:

The course is designed to: 1) Develop basic fundamentals in music; 2) develop the formation of proper vowels and consonants; 3) develop the basic fundamentals of music notation; and 4) develop selected materials for public appearances.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom rehearsals; 2) classroom discussions; 3) instructor lectures; and 4) public performances.

IV. Requirements:

A student is required to: 1) Have a basic interest in music; 2) audition for enrollment; 3) meet all objectives of the course; and 4) perform at all scheduled concerts.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials is available for individual and group use.

MIXED ENSEMBLE

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting two days per week. An additional hour and a half will be spent outside of school time. The course is for selected students in grades 10, 11, and 12 who wish to study in the area of vocal music. Ensemble is a select group of twenty-four male and female voices. They perform for numerous civic and social functions. In order to audition for this group, a student must receive a formal invitation from the instructor. The audition consists of a prepared solo and tests on sight reading ability and musical terminology. Only six students are selected for each voice classification. Once selected, each member is expected to maintain the high standards of the Mixed Ensemble.

II. Objectives:

The course is designed to: 1) Perform for various civic, social and benefit groups; 2) study good choral literature; 3) develop the fundamentals of music notation; 4) develop proper vowel and consonants and correct phrasing; 5) study and analyze music from 18th - 20th century to contemporary; and 6) achieve a level of knowledge equivalent to a freshman in college in the area of music theory.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom rehearsals; 2) class discussions; 3) instructor lectures; 4) public performances; and 5) prepared solos.

IV. Requirements:

A student is required to: 1) Strive for excellence in the area of performance and overall musical knowledge; 2) perform at all scheduled concerts and public relations engagements; 3) audition for enrollment; and 4) be currently enrolled in A Cappella Choir.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available for student needs and interests.

A CAPPELLA CHOIR
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting five times per week. The course is for students in grades 11 and 12 who wish to study and perform in the area of vocal music. The A Cappella Choir consists of thirty-five male and thirty-five female voices. In order to enroll in this group, the student must audition before the director. The audition will check on the student's general musicianship. The A Cappella Choir performs at all major concerts and other fine arts functions.

II. Objectives:

The course is designed to: 1) Develop basic fundamentals; 2) develop the formation of proper vowels and consonants; 3) develop the basic fundamentals of music notation; and 4) prepare the student for public performances.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom rehearsals; 2) classroom discussions; 3) instructor lectures; 4) public performances; and 5) prepared solos (one solo prepared by the student per quarter).

IV. Requirements:

A student is required to: 1) Have a basic interest in music; 2) meet all objectives of the course; 3) perform at all scheduled concerts; and 4) prepare one solo per quarter.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available to individual students on an individual or group basis.

CHORALETTES
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students (girls) in grades 10, 11, and 12 who wish to study in the area of vocal music. The emphasis of the course is to orient the student to the basic understanding of music and of its aesthetic value.

II. Objectives:

The course is designed to develop: 1) The basic fundamentals of the breathing process; 2) the formation of vowels and consonants; and 3) the basic fundamentals of music notation.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom rehearsals; 2) class discussions; 3) public performances; and 4) preparing solos.

IV. Requirements:

A student is required to: 1) Have and maintain a basic interest in music; 2) maintain regular attendance and participation in all scheduled programs; and 3) meet all objectives of the course.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of materials are available for individual and group use.

VOICE TRAINING
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of vocal music. The emphasis of the course is to orient the student to the basic technique of singing and develop basic fundamentals of music theory.

II. Objectives;

The course is designed to: 1) Improve the individual students' voice; 2) study basic fundamentals of music notation;3) develop basic fundamentals of the breathing process; and 4) develop the formation of proper vowels and consonants.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom discussions; 2) instructor lectures; and 3) independent work in the preparation of solos.

IV. Requirements:

A student is required to: 1) Read as required material from the textbook; 2) write four term papers (one per quarter) and 3) perform five solos to the satisfaction of the instructor plus one art song graded according to the student's ability.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Elementary Harmony. Ottman.
Psycho-Cybernetics. Maltz.
Functional Lessons in Singing. Trusler and Ehret.

GIRLS' "21"
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for 24 selected girl singers in grades 10, 11, and 12 who wish to specialize in the study of vocal music. Girls' "21" is a select girls' chorus of twenty-four voices. A student must have participated in either Choralettes or Voice Training for one semester preceding auditions. The girls will be selected not only on their singing ability, but also on their musicianship, poise, and attitude. Girls' "21" performs at many outside social functions; thus serving the district as a public-relations group.

II. Objectives:

The course is designed to: 1) Perform for various civic, social and benefit groups; 2) study good choral literature; 3) develop basic fundamentals of music notation; and 4) develop the formation of proper vowels and consonants and correct phrasing.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom rehearsals; 2) classroom discussions; 3) instructor lectures; and 4) public performances.

IV. Requirements:

In order to enroll in the course a student must have participated in Voice Training or Choralettes. A student is required to: 1) Meet certain requirements established by the instructor in vocal techniques, intonation and vocal music ability; 2) meet all objectives of the course as outlined; 3) perform at all scheduled concerts and public relations engagements; and 4) develop one solo per quarter.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials is available for individual and group work.

TRAINING BAND
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is available to students in grades 10, 11, and 12 who wish to study in the area of beginning band music. The emphasis of the course is to orient the student to learn how to play a band instrument and to achieve a level of intermediate performance.

II. Objectives:

The course is designed to: 1) Develop an understanding of instrumental music; 2) learn the basic fundamentals involved in playing an instrument of the students' choice; and 3) develop an elementary performance of the selected instrument.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Group discussions; 2) instructor lectures; and 3) independent drill work with instructor.

IV. Requirements:

A student is required to: 1) Attend all scheduled rehearsals; 2) maintain a consistent practice record; 3) purchase required materials; 4) learn to play fluently through a series of three beginning band books; and 5) play in one ensemble.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of selected and appropriate printed materials are available to each student.

SYMPHONIC BAND
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting four times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of instrumental music. The emphasis of the course is to orient the student to performances given by the band and to achieve a level of basic knowledge involved in instrumental music.

II. Objectives:

The course is designed to: 1) Perform in a variety of public performances; 2) play literature that is stimulating to the interest of a student and at the same time envelop educational values; 3) stimulate interest in instrumental music through active participation and 4) develop a respect for the director and fellow band members.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Open discussions about the music selected; 2) an exchange or combined concert with other schools; 3) field trips to district junior high and elementary schools; 4) teacher conferences with the band staff; 5) band staff meetings with the entire band; 6) periodic tests to determine achievement levels; and 7) an opportunity for students to be trained in the techniques of conducting.

IV. Requirements:

A student is required to: 1) Attend all rehearsal and scheduled performances; 2) learn to play the major scales through four sharps and four flats; 3) learn to play triads in principle major keys; and 4) learn the basic band fundamentals such as key signatures, musical markings and terminology.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of selected and appropriate printed materials are available to each student.

STAGE BAND
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of stage band music. The emphasis of the course is to orient the student to the fundamentals of jazz, performance of this type of music and to achieve a level of basic knowledge involved in the performance of stage band music.

II. Objectives:

The course is designed to: 1) Perform in a variety of performances; 2) provide performances at the junior high and elementary school level to stimulate interest in this type of music; and 3) effect an attitude on the part of students to work together in the interest of the total group.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Class discussions about the music selected; 2) exchange and combined concerts will be given involving other schools; and 3) field trips to Cherry Creek district schools.

IV. Requirements:

A student is required to: 1) Attend all rehearsals and scheduled performances; 2) learn the basic jazz rhythms involved in the selected music; 3) learn jazz chord structures and the theory involved; 4) study band arranging; 5) compose original compositions to be played; and 6) learn conducting techniques.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed

VI. Bibliography:

A variety of printed materials are available for student needs and interests.

ORCHESTRA

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of orchestra. Orchestra is limited in membership and is designed to acquaint more serious-minded instrumental students with the many phases and aspects of orchestra literature and performance. These would include but not be limited to an acquaintance of the literature from show music to a standard symphonic repertoire, small ensemble, and chamber orchestra. Several local, state and national orchestral organizations are open to students enrolled. A string student may audition and enroll at any time during the year.

II. Objectives:

The course is designed to provide a laboratory experience in the development of skills and an appreciation for the structure and meaning of music designed for the orchestra.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Rehearsals and scheduled performances; 2) independent practice and performance; 3) small group practice and performance; 4) instructor lectures; 5) class discussions; 6) research; 7) pupil-instructor conferences; and 8) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Possess a desire to participate in the program; 2) attend all rehearsals and scheduled performances; and 3) have a degree of proficiency on the selected instrument for orchestra.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available to meet the needs of the individual student.

MUSIC THEORY
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 11 and 12 who wish to study in the area of Music Theory. The emphasis of the course is to orient the student, who is interested in a possible vocation in the field of music, to the fundamental processes of music and to achieve a satisfactory level of knowledge in the mechanics of music.

II. Objectives:

The course is designed so that the student will: 1) Learn the study of notation; 2) learn terminology; 3) learn scales and triads and their use in music; 4) learn tonalities; 5) develop ear-training and sight-singing abilities; and 6) develop keyboard skills.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned reading from the textbook; 2) group discussions; 3) instructor lectures; 4) independent work on compositions; and 5) instructor-student conferences.

IV. Requirements:

A student is required to: 1) Read from the textbook; 2) complete one homework assignment for each class meeting; 3) participate in class discussions; 4) purchase required instructional supplies; 5) play the primary chords in all major keys on the piano; 6) sightsing from the given materials; and 7) write and compose a four-part harmony.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Elementary Harmony. Ottman.
Music for Sight Singing. Ottman.

ADVANCED MUSIC THEORY

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who plan to major or minor in music. The emphasis of the course is to orient the student to Music Theory at a college level.

II. Objectives:

The course is designed to: 1) Provide an analysis of musical compositions from the 18th - 20th centuries; 2) provide experience in writing in varied melodic and harmonic styles; and 3) review and completely understand all materials previously studied in music.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Use of the textbook; 2) discussions of a variety of materials; 3) instructor lectures on materials in addition of the textbook; 4) small seminars to analyze Music designed to obtain varied interpretations; and 5) independent work to compose own music.

IV. Requirements:

A student is required to: 1) Write two compositions of 36 measures; 2) complete all assignments in the textbook and 3) achieve a level of performance in sight singing and ear training that is satisfactory with the director.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Harmony. Walter Piston.

DRAMA I

(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled to meet for 2-modules two days per week. The course is for students who wish to study the basic fundamentals and participate in the field of drama. A student will have an opportunity to study the following units: 1) History of the Theatre; 2) play reading and analysis of structure of plays; 3) physical plant of the theatre; 4) principles of stage movement; 5) characterization; and 6) Technical aids to the actor.

II. Objectives:

The course is designed to: 1) Acquaint the student with the dramatic art form of oral communication; 2) stimulate appreciation of good theatre, stage, motion pictures, and television; 3) stimulate the creative activity of the student; 4) develop critical viewers of drama; 5) explore the history of the theatre; 6) awaken an appreciation for dramatic literature; 7) teach the functions of the parts of the theatre; 8) develop an understanding of the actor as he communicates through dramatic activities; and 9) develop an understanding of the technical aspects of play production as part of the total communicative process.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and demonstrations; 2) assigned readings; 3) use of audio-visual materials; 4) participation in dramatic productions; and 5) use of field trips and guest lecturers when appropriate.

IV. Requirements:

A student is required to complete all assigned work, be an active participant in all activities, and exhibit and maintain an interest in the study of drama.

V. Credit:

A student receives 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

The Stage and the School. Ommanny.

ARTS AND EXPERIENCE

(Elective - 1 year)

I. Course Structure

Each class is scheduled for a three consecutive mod meeting three times per week. The course is for students in grades 11 and 12 who wish to broaden their understanding and appreciation of the arts and the relationships between art and reality.

II. Objectives

The course is designed to develop awareness of (1) the special characteristics of each art; (2) the inter-relationships among the arts; (3) the way in which art reflects and interprets reality; and to encourage increased understanding and appreciation.

III. Methods of instruction

The methods of instruction include class dialogue among students and instructors (all team members will be teaching at all sessions), panels, demonstrations, guest speakers for the Cherry Creek staff as well as the community, contact with practicing artists in and out of the classroom, and use of audio- visual materials, programmed tapes, slides, film strips and films, and three-dimensional slides.

IV. Requirements

1. Full participation in class dialogue.
2. Completion of assigned experiences.
3. Demonstration, by vocabulary reading, listening, viewing, and trying to create, that growth in awareness and understanding of the arts has taken place.

V. Credit

The student will receive 1/2 unit of Fine Arts credit for each semester of work successfully completed.

VI. Materials

1. Art reproductions
2. Music recordings and tapes
3. Duplicated prose and poetry
4. Materials for student work
5. Library source materials in the three arts.

PERSONAL TYPING AND/OR TYPING I
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Typing and Personal Typing. The emphasis of the course is to orient the student to the keyboard and methods of typing. A student who completes the semester course in personal typing with a minimum grade of "C," may enroll in Typing II for the second semester.

II. Objectives:

The course is designed to develop typing skills so that these skills may be used in the writing of school papers, letters for personal use and other related uses. Skills must be developed to a minimum speed of 35 words per minute with a high degree of accuracy.

III. Methods of Instruction:

Various methods are used in the course. These methods include; 1) Instructor demonstrations; 2) independent work; 3) use of audio-visual materials; 4) teacher-student conferences and 5) basic drill work.

IV. Requirements:

Enrollment is open to all students. Those enrolled are required to successfully complete an assigned number of letters, outlines, manuscripts, tabulated reports, and extra class laboratories. All necessary materials for the course will be purchased by the student.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

20th Century Typewriting. Lessenberry, et.al.
Eighth Edition - Personal Typing
Ninth Edition - Typing I

TYPING II

(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 3-module meeting two times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of typing. The emphasis of the course is to orient the student to production typing and skill development building and to achieve an efficiency of at least 45 words per minute with a high degree of accuracy.

II. Objectives:

The course is designed to develop higher degrees of speed and accuracy and to develop skill in typing various business letters, forms, and reports and other related uses.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Teacher demonstrations; 2) independent work; 3) teacher conferences; 4) audio-visual materials and 5) basic drill work.

IV. Requirements;

In order to enroll in the course, a student must have completed Personal Typing or Typing I at the Junior High level. A student is expected to: 1) Type the required number of letters, forms, and reports as assigned by the instructor; 2) complete the number of outside laboratories necessary to complete assigned classwork; and 3) purchase required materials for the course.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

20th Century Typewriting. Lessenberry, Crawford, Erickson.

TYPING III - BUSINESS MACHINES
(Elective - 1 Semester Each)

I. Course Structure:

Each class is scheduled for a 2-module meeting four days per week and a 3-module meeting one day per week. The course is open to grades 11 and 12 and to grade 10 subject to teacher approval. Typing III is a first semester course with Business Machines scheduled for the second semester. All work in Typing III will be done on an electric typewriter. The Business Machines course will offer work on adding and calculating machines, duplicating equipment, transcription machines, continued work on the electric typewriter and training in dictation and transcription.

II. Objectives:

The course is designed to: 1) Build typing speed to a minimum average of 60 words per minute; 2) to develop skills in preparing business letters and forms; 3) develop an increased business vocabulary; 4) improve correct grammar usage; 5) become knowledgeable and efficient in the use of business machines; and 6) become proficient in dictation and transcription.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading of textbooks and related printed materials; 2) class discussions; 3) lectures; 4) field trips to business offices; and 5) teacher conferences to be held at least once each quarter.

IV. Requirements:

In order to enroll in the course of Typing III a student must have completed the high school course of Typing II or one full year of typing at the Junior High level. Typing III is a prerequisite for enrollment in the Business Machines course. A student enrolled in the course will be required to: 1) Type the assigned number of letters, forms, reports and other related materials; 2) complete the necessary number of outside class laboratories; 3) complete all assigned work; 4) purchase the required materials for the course; and 5) prepare a tape of one's own voice to show the importance of oral communication.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Textbook and Workbook - Gregg's Business English
Prentice-Hall Better Secretaries Series on Letters
Pamphlets "Your Personality Pops on Paper"
Economic Press "How You Can Write Better Letters"

BOOKKEEPING
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week and a 3-module meeting two times per week. The course is for students in grades 11 and 12 and grade 10 with teacher approval, who wish to study in the area of bookkeeping and accounting. The emphasis of the course is to orient the student to keeping the records of a business, making reports, and filing tax returns and to achieve a level of understanding of business transactions, management, and organization. The course is recommended for students who plan to enroll in office occupations.

II. Objectives:

The course is designed to: 1) Develop a better understanding of business activities and transactions; 2) develop an understanding and appreciation of the values and possibilities of bookkeeping for personal needs or for vocational preparation; and 3) develop essential bookkeeping skills of accuracy, neatness orderliness, thoroughness, and responsibility.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Class discussions; 2) lectures by the instructor; 3) case problem solving; 4) field trips when appropriate; 5) independent work; 6) audio-visual materials; 7) teacher conferences; and 8) individual instruction.

IV. Requirements;

Students are required to: 1) Complete all assigned readings in the textbook and workbook; 2) complete problems and tax forms; 3) participate in classroom discussion and 4) purchase required materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

20th Century Bookkeeping and Accounting. Carlson, et.al.
20th Century Bookkeeping and Accounting, Working Papers and Study Guides. Carlson, et.al.

GENERAL BUSINESS
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week and a 3-module meeting two times per week. The course is for grades 10, 11, and 12 who wish to study in the area of Business Education. The emphasis of the course is to orient the student to General Business and to achieve a level of general education in basic business practices.

II. Objectives:

The course is designed to give training and/or information in: 1) The management of income through record keeping, banking, savings, and principles of good buying; 2) credit-installment buying; 3) insurance programs; and 4) consumer and government regulations in business.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings of the textbook and related printed materials; 2) discussions of individual case problems and topics; 3) lectures - preview of subjects to be covered; 4) one field trip to a large business to observe operation; 5) independent work; 6) teacher conferences when needed; and 7) speakers to be invited from insurance companies, business, and food and drug division of the Federal Government.

IV. Requirements:

The student is required to: 1) Read consumer reports and other assigned materials; 2) write one paper on credit-installment buying or insurance programs; 3) participate in group discussions on assigned topics and reports of papers written.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work completed successfully.

VI. Bibliography:

Text - General Business for Everyday Living, 3rd Edition. Price, Musselman, Hall and Weeks.
Consumer Report Magazines

SHORTHAND I

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 3-module meeting once per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Shorthand. The emphasis of the course is to orient the student to Shorthand theory and dictation.

II. Objectives:

The course is designed to: 1) Develop an understanding of the role of a stenographer; 2) develop a proficiency and accuracy in taking dictation at a rate of 70-120 words per minute; and 3) develop an ability to transcribe Shorthand notes proficiently and accurately.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from the textbook and from Shorthand notes: 2) teacher demonstrations; 3) field trips; 4) independent work; 5) basic drill on fundamentals; 6) use of audio-visual materials; 7) teacher-student conferences; and 8) individual instruction.

IV. Requirements:

A student is required to complete: 1) Assigned readings and practice material from the textbook; 2) writing Shorthand homework from the textbook; 3) meeting proficiency requirements; and 4) purchase required materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Gregg Shorthand Diamond Jubilee Functional Series. Leslie & Zoubeck.
Gregg Dictation Diamond Jubilee Series, Leslie, Zoubeck and Strony.

SHORTHAND II/TRANSCRIPTION
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 3-module meeting once per week. The course is for students in grades 11 and 12 who wish to develop greater speed in taking dictation and in transcribing at the typewriter. The emphasis of the course is to give the students a chance to further their understanding of the role of the secretary and to obtain a job-entry proficiency in taking dictation and transcribing.

II. Objectives:

The course is designed to: 1) Develop a speed of 120 words per minute in 3-5 minute dictation exercises; 2) develop a salable skill in taking dictation and transcribing; and 3) understand the role of the stenographer and secretary in a business office.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from the textbook, magazines and pamphlets; 2) dictation with typewritten transcription; 3) field trips to businesses within the Denver Metropolitan area; 4) independent work in the secretarial practice set; 5) use of audio-visual materials; and 6) teacher-student conferences as scheduled.

IV. Requirements:

A student is required to; 1) Read assigned material in textbooks; 2) complete daily the skill building exercises; 3) successfully pass 120 words per minute dictation; 4) transcribe 16 mailable letters each quarter; 5) read from secretarial magazines each month; 6) complete all exercises in practice set; and 7) spend additional practice time in the laboratory each week.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Gregg Speed Building
Gregg Transcription

NOTEHAND
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting three times per week and a 3-module meeting once a week. The semester course is for students in grades 11 and 12 who wish to equip themselves with a brief, easy-to-learn symbol system with which to make notes with greater ease and speed. The emphasis of the course is to orient the student to a new symbol system and to incorporate its use in notetaking.

II. Objectives of the Course:

The course is designed to: 1) learn the symbol system of writing notes; 2) learn the system of taking notes on lectures and reading material; and 3) become aware of many notetaking techniques.

III. Methods of Instruction:

A variety of methods is used in the course. These include: 1) Assigned readings from the textbook; 2) discussions on notetaking techniques; 3) lectures on which to take notes; 4) use of audio-visual materials; and 5) teacher-student conferences as scheduled.

IV. Requirements:

The student is required to: 1) Read daily assigned materials from the textbook; 2) complete daily skill building homework; 3) submit notes taken in other classes; 4) take notes on reading material; 5) take notes on teacher lectures; 6) write one original composition in rough draft using the notehand system; and 7) write one notetaking article from a news clipping and at least two notetaking papers on radio or TV programs.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Gregg Notehand text, workbook
Articles chosen from newspapers, magazines, books on all topics
    on which to take "lecture notes" or "notes on reading"
Outside speakers to give talks
Gregg Notetaking lecture records

SALES AND MARKETING - DISTRIBUTIVE EDUCATION
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting once per week and a 3-module meeting three times per week. The course is for students in grade 11 who wish to learn about salesmanship and our marketing system. The emphasis of the course is to orient the student to the business world and the functions he or she will have to perform in business. The course is the prerequisite for Distributive Education. The student will be able to develop a level of competence in salesmanship, human relations, display, advertising, cash register operation, and an understanding of our marketing system.

II. Objectives:

The course is designed: 1) To develop an understanding and appreciation for the world of work; 2) to develop skills and competence in the area of salesmanship and marketing; and 3) to provide a background of knowledge for the program in Distributive Education.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from the textbook and related printed materials; 2) individual and group projects; 3) appropriate field trips; 4) independent work; 5) classroom discussions; 6) demonstrations by the instructor; 7) guest speakers; 8) and the use of audio-visual materials.

IV. Requirements:

The student is required to: 1) Complete all reading assignments; 2) complete assigned research projects; 3) set up at least two advertisements and displays; 4) develop the ability to operate a cash register and make change; 5) give at least two sales demonstrations; 6) schedule teacher-student conferences once every two weeks; and 7) complete all assigned projects.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Retail Merchandising.

BUSINESS ENGLISH
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting four times per week. The course is for students in grades 11 and 12 who wish to study communication skills in the field of business. Business English is oriented to develop the student's ability to use reading, writing, speaking, and listening skills effectively in business situations. Emphasis is on the composing and typing of an effective business letter as well as understanding business problems and procedures, abiding by the accepted rules of business and social etiquette.

II. Objectives:

The course is designed to: 1) Develop the skills necessary to become an effective worker in the field of business in written and oral communications; 2) have the student realize that communication skills are just as important for success in business as mechanical skills; and 3) develop, on the part of the student, a further interest to enter the business field vocationally.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and demonstrations; 2) assigned readings from the textbook and other resource materials; 3(use of audio-visual materials; 4) student reports; 5) field trips and guest speakers when appropriate; and 6) drill work to develop necessary skills.

IV. Requirements:

A student is required to be an active participant in the class, complete all assigned work satisfactorily, and have a sincere interest in preparation for a successful career in the business world.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed. A student may elect the course for credit either in English or in Vocational Education but not in both.

VI. Bibliography:

Business English and Communication. Stewart, et.al.

CONSUMER ECONOMICS
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting once per week and a 3-module meeting three times per week. The course is for students in grades 11 or 12 and for grade 10 with instructor approval, who wish to study in the area of Business Education. The emphasis of the course is to orient the student to Consumer Economics and achieve a level of a basic understanding of our economic system.

II. Objectives:

The course is designed to acquaint the student with:
1) Principles of good buying; 2) credit purchasing; 3) finance planning; 4) advertising; 5) insurance programs; and 6) government aids to the consumer.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings of Consumer Reports; 2) Cervi's Journal; 3) Wall Street Journal; 4) advertisements and related materials; 5) class discussions of various consumer reports from governmental agencies concerning consumers; 6) lectures by representatives of governmental agencies on consumer buying; 7) insurance company representatives; 8) advertising agencies; 9) a field trip to an agency that tests consumer products; 10) independent work on topics of the students' choice; and 11) teacher-student conferences when needed.

IV. Requirements:

The student is required to: 1) Complete reading assignments in various magazines, textbooks and related materials; 2) write a paper and give an oral report on a segment of consumer economics and report to the class; 3) and participate in group discussions on consumer problems.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Consumer Economics, Wilhelms, Heirmerl, Jelley.

OFFICE OCCUPATIONS

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a minimum time of five hours per week in the classroom and 15 hours per week in on-the-job-training. The course is designed for girls in grade 12 who wish to study in the area of Business Education. The emphasis of the course is to orient the student to Office Occupations and to develop a level of employable skills through training and on-the-job experiences.

II. Objectives:

The course is designed to: 1) Develop good office procedures; 2) improve skills where needed for on-the-job training; and 3) obtain an assignment in an office where learning situations, improvement of skills, and advancement may take place.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading of various textbook assignments; 2) practice and preview skills in various fields of potential employment; 3) lectures by people from various businesses; 4) field trips to offices to see actual operation; 5) independent work to include 15 hours per week of actual work on the job; and 6) teacher-student conferences where needed.

IV. Requirements:

For enrollment, a student must have attained a minimum typing speed of 50 words per minute , the course in Business Machines and teacher approval. A student is required to: 1) Read various articles in secretarial magazines and related materials; 2) complete 1 hour of laboratory work in office training within the school for teachers, switchboard duty in main office, or improvement skills on various machines that an employer deems necessary for employment; 3) participate in class discussions on grooming, etiquette, office procedures, etc.,; 4) attend class every day; (When a student does not attend the scheduled class, she may not report to work.) ; 5) subscribe to the magazine "Today's Secretary"; 6) hold regular conferences with supervisor in regard to problems and improvement of skills; and 8) be responsible for transportation to on-the-job training.

V. Credit:

A student will receive 3 units of credit for successful completion of the course.

VI. Bibliography:

Text - General Office Practice, 2nd Edition. Archer, Brecker, Frakes.
Gregg Transcription. Leslie and Zoubeck.
Today's Secretary
Vocational Office Typing, 2nd Edition. Rowe, Lloyd, and Winger.
Understanding Modern Business Data Processing. Robichaud.

DISTRIBUTIVE EDUCATION
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting once per week and a 3-module meeting three times per week. In addition, a student will also spend an average of 15 hours per week in on-the-job training. The course is for students in grade 12 who have a career objective in the field of distribution. The emphasis of the course is to orient the student to work in the field of marketing and distribution through on-the-job training. Each student will gain a level of skill in order to enter into his chosen area of work.

II. Objectives:

The course is designed to: 1) Develop a further understanding and appreciation for the world of work; 2) provide practical training for job entry after graduation; 3) develop leadership qualities within the student; and 4) provide adequate knowledge and skills so the student may find a satisfactory position in society.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Classroom activities based on individual needs as determined by the on-the-job training; 2) each student will be required to do a major research paper in the area of marketing and distribution; 3) the student for the most part will be working on an independent basis; 4) a teacher-student conference once per week; 5) on-the-job training will follow the guideline set up by the teacher-coordinator and the training sponsor; and 6) guidelines will be developed by the instructor-coordinator and training sponsor for on-the-job training.

IV. Requirements:

To enroll in Distributive Education the course in Sales and Marketing must have been completed. A student is required to: 1) attend both the scheduled class and to report for work everyday; 2) to average 15 hours per week in on-the-job training; 3) to have the consent of the employer and the teacher-coordinator before quitting or changing jobs; 4) participate in all class and club activities; and 5) complete all assigned projects.

V. Credit:

A student will receive three units of credit upon successful completion of the course.

VI. Bibliography:

There are no basic textbooks. The students use about 30 reference books, much current materials, and many resource people.

BUSINESS LAW

(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week and a 3-module meeting two times per week. The course is for students in grades 11 and 12 and in grade 10 with instructor approval, who wish to study in the area of Business Education. The emphasis of the course is to orient the student to the fundamentals of Business Law.

II. Objectives:

The course is designed to: 1) Acquaint the student with contracts and responsibilities of both parties; 2) acquaint the student with employer-employee relationships; and 3) acquaint the student with negotiable instruments, insurance and motor vehicle regulations.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Required readings in the textbook and related printed materials; 2) participation in group discussions on various case studies; 3) lectures and previews of materials by the instructor; 4) at least one field trip to a court while in session on a business case being tried; and 5) teacher-student conferences as needed.

IV. Requirements:

The student is required to: 1) Read two case studies at the University of Denver Law Library; 2) write one paper on one case study involving court decision; 3) report to class on the other case study; 4) participate in group discussions to include a majority and a minority consensus of opinion; 5) attend all classes except in case of illness; and 6) purchase additional materials needed.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - Applied Business Law, 9th Edition. Fisk and Snapp.

BUSINESS MATHEMATICS
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week and a 3-module meeting three times per week. The course is for students in grades 11 and 12 and for students in grade 10 subject to instructor approval, who wish to study in the area of Business Education. The emphasis of the course is to orient the student to Business Mathematics and to achieve a level of competency in dealings in business situations.

II. Objectives:

The course is designed to develop fundamental skills in basic mathematics, financial records and reports, money and banking, investments, and personal finance, and to develop skills on a 10-key calculator after first learning the mechanics of solving problems.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Supervised classwork; 2) class discussion of various financial problems; 3) lectures by financial consultants or bankers; 4) a visit to Capitol Federal Savings to see operation of a Savings and Loan Association; 5) provide an opportunity for independent work in developing skills on a 10-key calculator; and 6) teacher-student conferences when needed.

IV. Requirements:

A student is required to: 1) Complete assignments in workbook-text; 2) achieve skills on a 10-key calculator and methods of problem solving; and 3) participate in classroom discussions.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available to meet the needs of the individual student. The textbook will be selected during the school year 1969-70.

BUSINESS DATA PROCESSING

I. Course Structure:

This course is scheduled for both large group, small group, and laboratory instruction. The course is designed for eleventh and twelfth grade students. Both theory and practical educational experiences are planned for the course.

II. Objectives:

A. To present basic information relating to business methods and data processing.

B. To give the student an adequate background in the methods of business organization and operation.

C. To give the students instruction in the basic operation, programming and machine operation, at the trainee level of skill, on the following data processing equipment: key-punch, sorter, collator, verifier, reproducer, interpreter, tabulating machine, and the computer.

III. Methods:

Various methods will be used in the course. These methods include: 1) Instructor lecture and demonstration; 2) Assigned reading of textbook and supplementary materials; 3) Use of Audio-visual methods; 4) Practical experience with machines while completing projects.

IV. Requirements:

The student is required to: 1) Complete projects on unit record equipment; 2) maintain record systems utilizing data processing equipment; 3) complete assigned reading; 4) attend class meetings and laboratory sessions.

V. Credit:

A student will receive one half (1/2) unit of credit for each semester of work, or equivalent, successfully completed.

VI. Bibliography:

To be developed after equipment is purchased.

VOCATIONAL HOME ECONOMICS
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting two times per week. The course is designed for students in grades 10, 11, and 12 who wish to study in the area of home economics. The emphasis of the course is to expose the student to occupations and experiences in the field of home economics and to achieve a level of self-sufficiency when performing home economics related tasks. Students who have not completed the required projects at the end of the semester will be given an opportunity to complete the work through home study and open laboratory periods.

II. Objectives:

The course is designed to prepare students for occupations in the field of home economics and to develop an appreciation for the role of home economics in everyday life.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and research regarding background material in the general field of home economics; 2) teacher lectures; 3) discussions; 4) demonstrations; 5) directed field trips; and 6)teacher-student conferences for the non-graded portion of the student's projects.

IV. Requirements:

The requirements of the course include attending all home economics laboratories and to complete those projects outlined by the instructor and the State Vocational Department.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of written materials and textbooks are available for student use depending on assignments or individual projects.

TEXTILES AND CLOTHING
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 3-module meeting two times per week. The course is designed for students enrolled in grades 10, 11, and 12. The emphasis of the course is to orient the student to skills in selecting items of clothing. The student will be given the opportunity to achieve a level of ability to select and construct garments for personal use and wear. Students who have not completed the required projects at the end of the semester will be given an opportunity to complete the work through home study and open laboratory periods.

II. Objectives:

The course is designed to prepare students to select and make garments of clothing for personal use and to develop an appreciation for textiles and clothing.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and research regarding background material in the general field of clothing and textile manufacturing; 2) teacher lectures; 3) discussions; 4) demonstrations; 5) directed field trips, and 6) individual conferences between teacher and student to emphasize the non-graded portion of the student's projects.

IV. Requirements:

In order to enroll in the course, a student must have completed Home Economics I at the junior high level or Vocational Home Economics. The requirements of the course will be to attend all clothing laboratories and to complete those projects outlined by the instructor and the State Vocational Department.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of written materials and textbooks are available for student use depending on assignments and/or individual projects.

HUMAN DEVELOPMENT AND INTERPERSONAL RELATIONSHIPS
(Elective - 1 Semester)

I. Course Structure:

Each class is scheduled for a 3-module meeting two times per week. The course is designed for students in grades 10, 11, and 12 who wish to study in the area of home economics. The emphasis of the course is to orient the student to the study of the individual and the effect of home and family life on the individual personality, and understanding of oneself and others. Students who have not completed the required projects at the end of the semester will be given an opportunity to complete the work through home study and open laboratory periods.

II. Objectives:

The course is designed to develop a better understanding of oneself and others.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Reading and research regarding background material in the general field of home economics; 2) teacher lectures; 3) discussions; 4) demonstrations; 5) directed field trips; and 6) individual conferences between teacher and student to emphasize the non-graded portion of the student's projects.

IV. Requirements:

In order to enroll in the course, a student must have completed Home Economics I at the junior high level or Vocational Home Economics. The requirements of the course will include attending all home economics (human development) laboratories and to complete those projects outlined by the instructor and the State Vocational Department.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of written materials and textbooks are available for student use depending on assignments for individual projects.

BACHELOR SURVIVAL

(Elective - 1 Year or Semester)

I. Course Structure:

Each class is scheduled for a 2-module meeting two times per week. The course is designed for boys in the 11th and 12th grades who wish to study in the area of home economics. The emphasis of the course is to orient the student to basic food preparation, sewing, grooming, personal relations and to provide experiences for a student to achieve a level of self-satisfaction. Students who have not completed the required projects at the end of the semester will be given an opportunity to complete the work through home study and open laboratory periods.

II. Objectives:

The course is designed for the student to: 1) Acquire an appreciation for home-making and home economics; 2) acquire skills in the area of food preparation, basic sewing and personal grooming; and 3) have training for occupations in the field of home economics.

III. Methods of Instruction:

Various teaching methods are used in the course. These methods include: 1) Reading and research regarding background material in the general field of home economics; 2) teacher lectures; 3) discussions; 4) demonstrations; 5) directed field trips; and 6) teacher-student conferences for the non-graded portion of the student's projects.

IV. Requirements:

The requirements of the course will include attending all home economics laboratories and to complete those projects outlined by the instructor and the State Vocational Department.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed materials are available to meet the student's need for classroom assignments and individual projects.

VOCATIONAL AGRICULTURE

The Cherry Creek School District is a member of the Southeast Metropolitan Board of Cooperative Services (SEMBCS) which also has the school districts of Sheridan Union, Englewood, Littleton and Aurora as members. Vocational Agriculture courses are organized supervised, and offered by SEMBCS. All classes meet at the Cherry Creek School Farm complex.

VOCATIONAL AGRICULTURE I

Open to: Grades 10-11 Credit: 2 units
Pre-requisite: None

A basic course covering a large range of agriculture knowledge and skills leading to occupations in agriculture. The course includes, Past and Future of the Agriculture Industry, Livestock Production-Types and Methods, Soil Management, Crop Production, Operational Farm Mechanics including Carpentry, Electrical Wiring, Welding, and the care and operation of farm tools and equipment. A student enrolled in the course will be eligible to participate in Future Farmers of America activities such as livestock showing and judging, leadership, citizenship and recreational activities. Practical application of skills will be developed on the Farm Laboratory.

VOCATIONAL AGRICULTURE II & III

Open to: Grades 11-12 Credit: 2 units
Pre-requisite: Vocational Agriculture I & Instructor approval.

This is an advanced course in Agriculture leading to an occupation in Agriculture. The course includes livestock management, health and sanitation practices, judging and breeding practices, crop and soil management, and the marketing and purchasing of agriculture products and equipment. A student will have the opportunity to carry out practices and develop projects on the Farm Laboratory which will include livestock handling, farm equipment operation, planning layout and construction of farm equipment and facilities. A student will participate in the activities of the Future Farmers of America. Students must have signed teacher approval and meet Vocational Objective requirements.

AGRICULTURE MECHANICS

Open to:	Grades 11-12	Credit: 2 units
Pre-requisite:	Must have teacher approval and meet Vocational Objective requirements.	

This is an advanced agriculture mechanics program to meet the vocational occupational needs of the students who seek employment after graduation. The course includes complete farm engine overhaul, farm equipment construction, sales and services and mechanics record keeping. Shop management will be stressed with each student. Students may participate in the activities of the Future Farmers of America.

AGRI-BUSINESS OCCUPATIONAL EXPERIENCES

Open to:	Grade 12	Credit: 3 units
Pre-requisite:	Techinical Agriculture I & II or approval of instructor.	

The Agriculture Occupational Experience program is only offered to seniors who have made previous arrangements and have been approved. It will involve students working in agriculture occupations during and after school hours. Students will be placed in on-the-job training stations for the development of off-farm occupational skills. A minimum of 15 hours per week on-the-job training will be required.

CRAFTS I

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Crafts. The emphasis of the course is to orient the student to basic procedures and possibilities in the field of crafts and to develop a proficiency in working with one's hands. Texstone, mosaics, plastics, copper and aluminum, and leather are some of the materials used.

II. Objectives:

The major objective of the course is to develop the students' self-image concept by material evidence of his productivity and proof of his progress. Crafts I also provides experiences for a student to develop self-sufficiency in a creative situation. The course is designed to develop skills in the use of basic tools that would have carry-over value in seeking employment, home building and repairs to the same and the productive use of leisure time.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures and demonstrations by the instructor followed by a supervised independent work period; 2) providing suggestions as guidelines for the student to pursue his own interests and capabilities; 3) field trips; 4) use of audio-visual materials; and 5) scheduled conferences with the student and parents.

IV. Requirements:

A student will be required to complete four sequential quarters of project work to meet the basic requirements of the course. These include:

Quarter	Project	
1	Leather:	key case required, other projects of choice.
2	Metal:	Two (2) copper enameling projects, copper tooling and aluminum foil work, Engraving and etching.

Quarter	Project
3	Texstone: One small plaque required, and other projects of choice.
4	Plastic-Casting (polyester) Binding and shaping which includes such things as arrangements, lamps, ornaments, etc, and other projects of choice.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

The main reference books for the course for basic methods and projects are:

General Leatherwork. Cherry.
General Plastics. Cherry.

CRAFTS II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 11 and 12 who wish to continue study in the area of Crafts. The emphasis of the course is to orient students to a more advanced level of individual performance and selection of projects.

II. Objectives:

The course is designed to achieve the same objectives as in Crafts I except the individual performance level of the student will be of a more sophisticated nature.

III. Methods of Instruction:

Various methods will be used which are similar to those used in Crafts I. The methods used in the course will be designed to bring about a higher level of individual performance on the part of the student.

IV. Requirements:

To enroll in the course a student much have completed Crafts I. A student will be required to complete four sequential quarters of project work. The 1st Quarter will be in leather, 2nd Quarter in metal, 3rd Quarter in texstone and the 4th Quarter in plastic-casting. Projects selected will be compatible to a student's interest and abilities.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

The main reference books for this course for basic methods and projects are:

General Leatherwork. Cherry.
General Plastics. Cherry.

LAPIDARY-JEWELRY I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a one module meeting once a week and for a 2-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to gain knowledge in the area of basic jewelry construction and stone cutting. The emphasis of the course is to orient a student to procedures used in metal working and to develop a proficiency in working with one's hands.

II. Objectives:

The major objectives of the course are to introduce the student to the basic operation of basic hand and power tools, to develop the self-image of the student as material evidence of his productivity, and to teach the students a level of self-sufficiency in a creative situation. The course is also designed to achieve desired levels in jewelrymaking, stonecutting, and stonesetting, as well as becoming familiar with the most recent advances in design and casting techniques.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures and demonstrations by the instructor followed by supervised independent work; 2) providing suggestions as guidelines for the student to pursue his own interests and capabilities; 3) field trips; 4) use of audio-visual materials; and 5) scheduled conferences with the student and parent. The first semester's work will center on learning the process in cutting and polishing the various types of inexpensive and semi-precious gemstones, working with various types of metal and incorporating these two media areas into selected projects. The second semester's work will place emphasis on the introduction of centrifical, charcoal and sand casting. Design and proper construction will be included in both semesters' work.

IV. Requirements:

Required student projects for the 1st Quarter and proceeding through the 4th Quarter are sequential in the degree of difficulty. The number of required projects vary from four to seven depending on the nature of the selected project, student's ability and working conditions. Project areas to be explored (in the order of presentation) include piercing, etching, soldering, stonecutting, wire on metal, metal on metal, three dimensional wood and metal, sterling silver band, stone, stone set on sterling silver, cast tietack or pendant, abstract ring, pair project, and projects of the students' own choice. Such areas as charcoal casting, fancy lapidary work, sand casting, 14K gold work, etc., may be covered if time and student interest and abilities permit.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Creative Casting. Sharr Choate.
The Design and Creation of Jewelry. Robert von Neumann.
Handwrought Jewelry. Lois Franke.

ADVANCED LAPIDARY - JEWELRY
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 1-module meeting once per week and a 3-module meeting three times per week. The course is for students in grades 11 and 12 who wish to do further work in lapidary jewelry. More advanced work will be done in cutting and polishing gemstones, design of centrifical cast projects and working various kinds and shapes of metal. Metal jewelry is offered in the same course as lapidary because of the close relationship between the two media. This approach enables the student to use a creative approach to jewelry as an art expression, and encourages the student to utilize the short stock of the non-ferrous materials of the metal industry. It also enables the student to acquire skills in some of the industrial processes of the metals field.

II. Objectives:

The objectives of the course are directed toward the development of avocational interests and consumer education through knowledge gained regarding the manufacturing processes and practices and selection of well-made consumer goods with recognition of quality in workmanship and quality in the selection of materials.

III. Methods of Instruction:

Various methods are used in the course. These methods include lectures and demonstrations by the instructor followed by supervised independent work on the part of the student. Through instructor developed guidelines the student is strongly encouraged to work on his own and to develop a creative approach in the design of individual projects. The main areas of concentration in the course are wax casting, sand casting, sheet and wire construction, piercing, stone set projects, charcoal casting and stone cutting and polishing. The metals most frequently used will be fine silver, sterling silver, and 10-18 carat gold.

IV. Requirements:

A student must have completed the course in Lapidary I to be eligible to enroll in the course. A student has a requirement of developing two projects each quarter. Additional time, if available, will be used to develop student selected projects.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Handwrought Jewelry. Lois Franke.
Creative Casting. Choate.
The Design and Creation of Jewelry. Von Neumann
Handmade Jewelry. Weiner.
Jewelry. Gentille.

WOODWORKING I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week, plus an additional six modules of independent study per week. The course is for students in grades 10, 11, and 12 who wish to study and work in the area of wood construction. Materials presented and instructional strategies will be oriented to the development of skills which will lead to cabinet-making.

II. Objectives:

The course is designed to achieve: 1) Safety procedures in the use of power machines; 2) design and construction of wood projects in terms of a student's ability and interest; 3) reading and/or drawing of blueprints at an operative level; 4) tool identification, maintenance, and proper use; and 5) application of proper wood finishes.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and demonstrations; 2) assigned readings from the textbook and other related materials; 3) extensive use of laboratory techniques; and 4) use of audio-visual materials.

IV. Requirements:

There is no prerequisite to enroll in the course. A student who does elect the course is expected to: 1) Demonstrate an interest in working with woods; 2) be capable of working independently in the wood laboratory; 3) practice and follow safety procedures as outlined in the use of power machines; and 4) complete all assigned projects.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Woodworking for Industry. Friar.

A variety of related printed materials is available for group or individual use.

METALWORKING
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of metalworking. The emphasis of the course is to orient students to various aspects of metalworking such as bench metal, ornamental and art metal, foundry work and casting, welding, machine shop and heating treatment.

II. Objectives:

The course is designed to: 1) Explore industry in terms of its organization, raw materials, processes, products and occupation related to metalworking; 2) provide for the development of skill in the use of tools, materials, machines, and processes of the metalworking industry; 3) develop an interest in and an understanding of, the more permeating aspects of industry and the metalworking trade; and 4) develop an appreciation of good craftsmanship and design.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from textbooks and other resource materials; 2) classroom discussions; 3) instructor demonstrations and lectures; 4) appropriate field trips; 5) independent work and research; 6) use of audio-visual materials; and 7) student-instructor conferences.

IV. Requirements:

A student is required to: 1) Read required assignments; 2) write two papers on materials and construction; 3) attend required laboratories for planning, experimentation and construction; 4) participate in classroom discussions; and 5) purchase materials used in individual projects.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Technical Metals. Bennett.
General Metal. Ferier.

ELECTRONICS I
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting once per week and a 2-module meeting three times per week. The course is open to all students in grades 9, 10, 11, and 12. Electronics I is designed to provide the student with a solid foundation in principles of electricity. He is introduced to the principles of safety in working with electricity before investigating Ohms Law, series and parallel circuits, motors, generators, relays, fuses, circuit breakers, solenoids, rectifiers and filters. Full opportunity to investigate and understand the resistance, capacitance and inductance is provided in this system.

II. Objectives:

The course is designed to: 1) Develop an understanding of the basic concepts of electricity in multiple areas; 2) develop skills in the areas of tools and their proper use, meters and their proper use, breadboarding, trouble shooting and soldering; 3) increase the student's desire for further inquiry into the fields of electricity-electronics; 4) bring to the student's attention the many occupational opportunities in the fields of electricity-electronics; 5) prepare the student for Electronics II and to provide the student with an understanding in electricity which might be of value in later life; and 6) develop the ability to work cooperatively with others in the achievement of a common objective.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from textbooks and other printed resource materials; 2) instructor demonstrations, lectures and classroom discussions; 3) extensive laboratory work designed for individualizing instruction; 4) field trips; 5) use of audio-visual materials; and 6) instructor-student conferences.

IV. Requirements:

A student is required to: 1) Complete assigned readings; 2) complete assigned written work; 3) participate in required laboratories; and 4) purchase required instructional materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Electricity and Electronics. Gerrish.

ELECTRONICS II
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting once per week and a 2-module meeting three times per week. The course is open to all students in grades 10, 11, and 12 who wish to do advanced work in the field of electronics. Electronics II is the logical sequence of the material covered in Electronics I. The student will learn to operate and use such metering and measuring devices as the oscilloscope, audio-signal generator and RF signal generator in the process of testing many of the 33 learning experiences. Some of the 33 learning experiences are, vacuum tube theory and application, power transformers, amplifiers, superheterodyne receivers, photo electric control and an introduction to transistor function.

II. Objectives:

The course is designed to provide the student with a more sophisticated understanding of electricity and to further develop and refine the required skills applicable to the field of electronics.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings in textbooks and other printed resource materials; 2) instructor demonstrations, lectures and classroom discussions; 3) extensive laboratory work designed for individualizing instruction; 4) field trips; 5) use of audio-visual materials; and 6) instructor-student conferences.

IV. Requirements:

For enrollment in the course, a student must have successfully completed Electronics I. A student is required to: 1) Complete assigned readings from textbooks and other materials; 2) complete assigned written work; 3) participate in required laboratories; and 4) purchase required instructional materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Electricity and Electronics. Gerrish.

MECHANICAL DRAWING

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of drafting. The emphasis of the course is to orient the student to blue print reading, mechanical drafting and related industrial information.

II. Objectives:

The course is designed to: 1) Acquaint the student with and develop an appreciation of the culture of which he is a part; 2) develop in the students a technical competence by acquainting them with technical practices and principles of drafting employed by industry; 3) provide exploratory contacts with as many different types of drafting as possible; 4) provide opportunities for general education, pre-engineering, and prevocational training, pertaining to industry, machines, materials of construction and related occupations; 5) teach usable skills in the production of working and pictorial drawings, freehand sketching and lettering; 6) develop the ability to read and interpret drawings through mental visualization; 7) develop the ability and the habit of using drawings to plan jobs of a mechanical nature; 8) present a variety of interesting and useful facts about industry machines, materials of construction, and related occupations and 9) develop the ability for accuracy and neatness in doing a job.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Readings from the textbook and resource material; 2) classroom discussions; 3) instructor lectures and demonstrations; 4) field trips; 5) independent work and research; 6) audio-visual materials; and 7) student-instructor conferences.

IV. Requirements:

A student is required to: 1) Read textbooks and resource material; 2) write two to four research papers; 3) attend laboratories necessary to complete required work; 4) participate in classroom discussions and 5) purchase required individual materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Mechanical Drawing. French and Svenson.
Technical Drafting Essentials. Luzadder.
Technical Drafting. Giachino and Beukemo.

BASIC AUTO AND POWER MECHANICS

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study the basic fundamentals of energy sources and the machine that converts energy into useful work with an emphasis on the automobile engine. A major portion of the student's time will be devoted to laboratory experiences. Units of instruction will include: 1) General safety; 2) history and development of power; 3) applied physics of work, energy, and power measurement; 4) simple machines; 5) electricity; 6) types of engines; 7) power transmission and application; 8) engine construction; 9) ignition systems; 10) fuel systems and carburation; 11) cooling systems; 12) lubrication and bearings; 13) preventive care and maintenance of small gas engines; 14) servicing and trouble analysis of the small gas engine; 15) atomic power; 16) solar energy; and 17) experimental modern power.

II. Objectives:

The course is designed to provide the student with a variety of experiences in power mechanics so that he may determine his interest aptitude and ability in the field of industrial arts.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and demonstrations; 2) extensive laboratory work; 3) assigned readings from a variety of related materials; 4) field trips when appropriate; and 5) use of audio-visual materials.

IV. Requirements:

In order to enroll in the course a student must have the approval of the instructor. A student is required to complete all assignments to the best of his ability and participate in and develop good laboratory techniques.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Auto Mechanics. Goodheart and Wilcox.
Power Mechanics. Brown.

ADVANCED AUTO MECHANICS
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 4-module meeting four times per week. The course is for students in grades 11 and 12 who wish to do an in-depth study of the automobile engine. An equipped shop is available for tune-ups, major overhauls and some body-fender work. A student will spend a major portion of his time in a laboratory situation. Units of instruction will include: 1) Basic and special hand tools; 2) electricity and magnetism; 3) instruction and training in servicing small electrical units; 4) small fuel units; 5) steering systems; 6) brake systems; 7) standard transmissions and drive line; 8) differential; 9) engine types; 10) preservice engine checks to servicing engines; 11) after engine service; 12) tools and equipment; 13) tune-up and preservice; 14) automobile engine removal; 15) engine disassembly; 16) cylinders; 17) crankshaft and main bearings; 18) piston and connecting rods; 19) valves, guides, lifters, and camshaft servicing; 20) lubricating and cooling system; 21) engine mounts; 22) assemble engine and accessories, install in vehicle; 23) break-in final tune-up of engine; 24) standard transmissions, overdrives and automatic transmissions; 25) differential and axles; 26) steering and front end alignment; 27) brakes; and 28) chassis or frame, body and fender repair and refinishing.

II. Objectives:

The course is designed to provide the student with the type of experiences which would be considered pre-vocational, and to develop a saleable skill.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and demonstrations; 2) assigned readings from the textbook and related materials; 3) an emphasis on appropriate field trips; 4) use of audio-visual materials; and 5) extensive laboratory work.

IV. Requirements:

In order to enroll in the course a student must have successfully completed the course in Basic Power and Auto Mechanics and have the approval of the instructor. Because of the major portion of time being spent in the laboratory, a student will be required to develop excellent work habits on an independent basis.

V. Credit:

A student will receive one unit of credit for each semester of work successfully completed.

VI. Bibliography:

Auto Mechanics. Goodheart and Wilcox.

An additional variety of printed materials are available for group and individual use.

ARCHITECTURAL DRAWING

(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting three times per week. The course is for students in grades 10, 11, and 12 who wish to study in the area of Architectural Drawing. The emphasis of the course is to orient the student to; 1) information on architecture, 2) urban and suburban planning problems, and 3) an understanding of architecture and architectural drawing.

II. Objectives:

The course is designed to: 1) Introduce the basic techniques of architectural drawing applicable to conventions, symbols, and construction details; and 2) introduce the scope of architectural services as they apply to specialized areas with special emphasis placed upon the needs of the students.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from the textbook and other resource materials; 2) class discussions; 3) instructor lectures; 4) field trips; 5) independent work and research; 6) use of audio -visual materials; and 7) teacher-student conferences.

IV. Requirements:

In order to enroll in the course a student must have successfully completed the course in Mechanical Drawing. A student is required to: 1) Complete assigned readings from the textbook and other resource materials; 2) write several research papers on architects, new materials, styles of architecture, etc.; 3) complete the necessary laboratories to do assigned projects; 4) participate in class discussions; and 5) purchase all required instructional materials.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Architectural Drawing. Waffle and Bruce.
Architectural Drawing. Morgan.
Architectural Drawing and Planning. Goodban and Hazelett.
Architectural Rendering. Halse.

PHYSICAL EDUCATION - GIRLS
(Required - 1 Year)

I. Course Structure:

Classes in Physical Education meet in large and small groups. Each large group class is scheduled for a 2-module meeting once per week and small groups are scheduled for a 2-module meeting three times per week. The offering in the Physical Education Program is varied in activities and is for students in grades 10,11,and 12 . The specific activities include:

Tennis - One Quarter
Modern Dance - One Quarter
General Physical Education - One Year
(Physical Fitness Activities, Archery, Field Hockey, Volleyball)
Basketball - One Quarter
Gymnastics - One Year

NOTE: To gain a more complete overview of the Senior High School Physical Education offering and sequence of activities, please refer to the INTERIM PHYSICAL EDUCATION RESOURCE GUIDE - School Year 1969-70 - No. 4-2 with the Scope and Sequence Chart.

II. Objectives:

The course is designed at each grade level - scope and sequence - to achieve the objectives of Physical Education as outlined in the Curriculum Development Series # 4-2 (PHYSICAL EDUCATION INTERIM GUIDE).

III. Methods of Instruction:

Various methods are used in the course. These methods include and can be basically described as INDIVIDUALIZING INSTRUCTION at all levels of required and/or selected student activities. Instructor lectures, demonstrations and audio-visual materials are also used.

IV. Requirements:

A student will be required to: 1) Successfully complete the previously sequential required course and/or activities in Physical Education; 2) adhere to all rules and regulations of dress, locker and locker maintenance, uniforms and their identification; 3) develop, on a continual basis, the desire and interest to achieve the objectives in Physical Education as outlined in the Curriculum Development Series # 4-2 - PHYSICAL EDUCATION INTERIM GUIDE.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed and/or audio-visual materials is available in the Physical Education Resource Center designed for group or individual use.

PHYSICAL EDUCATION - BOYS
(Required - 1 Year)

I. Course Structure:

Each class is scheduled for a 3-module meeting four days per week. The course is organized and the activities and/or materials presented to develop, on a sequential grade level basis, the potential of each student in the areas of social, mental, emotional, and physical health.

NOTE: To gain a more complete overview of the Senior High School Physical Education offering and sequence of activities, please refer to the INTERIM PHYSICAL EDUCATION RESOURCE GUIDE - School Year 1969-70 - No. 4-2 with the Scope and Sequence Chart.

II. Objectives:

The course is designed at each grade level - scope and sequence - to achieve the objectives of Physical Education as outlined in the Curriculum Development Series #4-2 (PHYSICAL EDUCATION INTERIM GUIDE).

III. Methods of Instruction:

Various methods are used in the course. These methods include and can be basically described as INDIVIDUALIZING INSTRUCTION at all levelsof required and/or selected student activities. Instructor lectures, demonstrations and audio-visual materials are also used.

IV. Requirements:

A student will be required to: 1) Successfully complete the previously sequential required course and/or activities in Physical Education; 2) adhere to all rules and regulations of dress, lock and locker, maintenance, uniforms and their identification; 3) develop, on a continual basis, the desire and interest to achieve the objectives in Physical Education as outlined in the Curriculum Development Series # 4-2 - PHYSICAL EDUCATION INTERIM GUIDE.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed and/or audio-visual materials is available in the Physical Education Resource Center designed for group or individual use.

WEIGHT TRAINING
(Elective - 1 Year)

I. Course Structure:

Each class is scheduled for a 2-module meeting five times per week. The course is open to all students but only students in grades 11 and 12 may enroll for credit. Students can also avail themselves to the facilities during unscheduled time in the school day.

II. Objectives:

The course is designed to assist each student to achieve their maximum in physical and mental development which is essential for performance in rigorous-type activities.

III. Methods of Instruction:

Various methods are used in the course. Such variety is based upon the sophisticated equipment available. Basic instruction is by instructor demonstrations and individual help.

IV. Requirements:

Advanced approval by the instructor is necessary to enroll in the class.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Text - None
Supplemental Materials
    Selected Readings from Library Resource Center
    Current Periodicals
    Current events pertinent to course structure and objectives.
Health and Physical Fitness Materials
Audio-Visual Materials
Guest Speakers.

DRIVER EDUCATION

(Elective - 1 Semester)

I. Course Structure:

A student is scheduled for a 2-module meeting three times per week for classroom instruction, a one-module meeting once per week for simulator instruction, and a 3-module meeting once per week for an eight-week period for behind-the-wheel instruction. The course is for all students in grades 10, 11, and 12. Instruction will consist of classroom study, simulator instruction, and behing-the-wheel training.

II. Objectives:

The course is designed to: 1) Develop good attitudes and mechanical skills in the operation of the automobile; 2) study traffic rules and regulations; and 3) achieve a competency level in the operation of the automobile which will permit the student to pass the test for a Colorado Driver's License.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings from the textbook and other related materials; 2) instructor lectures and demonstrations; 3) laboratory experiences in the driver simulator and behind-the-wheel training; and 4) extensive use of audio-visual materials.

IV. Requirements:

In order to enroll in the course a student must be 15 years - six months of age. A student is also required to take all prescribed tests, be available for scheduled behind-the-wheel training periods and complete all regular classroom assignments.

V. Cretit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Sportsmanlike Driving. AAA Publication.

A variety of related printed materials is available for group or independent student use.

SPECIAL COURSES - (900 SERIES - in the Senior High School Schedule)

A student registering for any of the following Special Courses must be cognizant of the following policies:

1. Permission or approval must be obtained from the teacher or supervisor involved in the particular course before the student is considered enrolled.
2. Seniors will be permitted to enroll in a maximum of two different courses and credit can be earned for two courses per semester.
3. Sophomores and Juniors may be permitted to enroll and receive credit in only one course.
4. Grades earned in these courses will not be computed in the Grade Point Average.
5. Credit earned will not substitute for required courses.

EDUCATIONAL PARTICIPATION IN COMMUNITIES (EPIC)

Open to: Grades 11-12 Credit: 1/2 unit per semester

Pre-requisite: Students must be able to provide their own transportation. Application signed by parent and counselor and approved by EPIC advisory committee.

The program seeks to involve the student, faculty, and parent in activities that encourage them to be actively concerned about other people. The student will give service to social, religious, racial, cultural and economic environments different from his own. A student will be trained to work in cooperation with existing agencies in the Denver Metropolitan Area; such as Head Start, Public Welfare, Denver's Person to Person, and others. Each student must work at his assignment regularly, attend feedback sessions and operate upon the format established by the team of which he is a part (required reading, term papers, and so on). Unstructured or after-school time will be used for on-the-job experiences involving at least four hours per week including feedback sessions.

"ANATOMY OF EXCHANGES"

Course recommended for Fall 1971

1. Limit 50 students.
2. Two mods, three times a week.
3. Goals:
    a. Human relations responsibilities of an exchange student.
    b. Ways of improving the interpersonal communication of students at Cherry Creek High School.
    c. Examination of ways to improve and expand number and types of exchanges.
    d. Study of effect of exchanges on our community.
        1. Other students.
        2. Parents.
        3. Faculty.
4. Resources:
    a. Visiting conferees.
        1. Teachers or counselors from other schools who are visiting Cherry Creek.
        2. Students from other schools--officers as well as other students.
        3. Cherry Creek High School students who have hosted or gone on exchanges.
        4. Parents of above.
        5. Representative from minority groups.
        6. Faculty at Cherry Creek who are interested in exchanges or have worked with minority groups.
    b. Films or filmstrips. List to be made later.
    c. Bibliography

Self-Renewal	Gardner
Loneliness	Moustakas
On Becoming a Person	Rogers
Nobody Loves a Drunken Indian	Author Unknown
Stayaway Joe	Cushman
Mexican Americans: A Brief Look at Their History	Neva

    d. Field trips: This group would be responsible for
        1. Arranging exchanges for each semester.
        2. Participating in an exchange either as a host or guest.
        3. Arranging participation by other Cherry Creek High School students.
        4. Pre-exchange meetings
           Post-exchange meetings
    e. Budget

1. Two paperbacks required by 50 students @ $1.00 each	$100.00
2. Film rentals	100.00
3. Printing, dittoing, phone calls, postage, etc	200.00
4. Transportation	
20 students out-of-state $50.00 each bus fare	1000.00
100 students in-state $20.00 per bus fare	2000.00
TOTAL	$3400.00

CAREER EXPLORATION

I. Course Structure:

Students enrolled will be scheduled for one hour weekly in order to provide a regular time for planning activities, receiving instructions pertinent to these activities, and discussing outcomes of Career Exploration activities. The program is designed to involve students, teachers, and adults from the business, professional, and industrial community as Co-learners Exploring the World of Work. Emphasis will be on a variety of on-campus and off-campus, first-hand, real-life experiences tailored, as far as possible, to the interests and abilities of each individual student.

II. Objectives:

To help students
- evaluate their individual talents, interests and abilities
- survey the range of occupations within career fields that most interest them
- be placed for observation and experience in occupational settings of their choice
- investigate institutions that provide the training and education necessary for career of greatest interest to them
- arrive at tentative choice of one or more suitable careers
- learn to learn from their environment by using various settings in the larger community as their "classroom"

To enhance communication, promote understanding, and encourage interaction among students, faculty, and representatives of the larger community.

III. Methods of Instruction:

Interest and Aptitude Testing as requested by students.(GATB, SRA Interest)
Lectures, panels, seminars presented by community experts
Films and slides pertinent to student interests and needs
Role playing and simulation
Tours and field trips
Long-term or short term placement in occupational settings for experience and observation.
Individual, on-site, consultation with experienced workers in careers of interest to individual students.
Study, as indicated, of literature pertinent to a student's interest.

IV. Requirements

The course is open to students in grades 11 and 12. Prior to actually enrolling in the course, students must complete an application which states present interests and grants parental approval to participate. Students must be able to provide their own transportation to some off-campus activities.

V. Credit:

Students will receive 1/2 credit for each 90 hours of successful participation. This is equivalent to five hours per week for one semester. Time, however, will most likely be spent in larger increments.

VI. Bibliography:

General Aptitude Test Battery (GATB)
SRA Interest Check List
Strong and/or Kuder Interest Inventories
Dictionary of Occupational Titles
Occupational Outlook Handbook
A variety of publications -- books, brochures, pamphlets - pertinent to training, and educational institutions, preparing for careers, understanding one's interests and abilities, learning about specific careers, etc.
Films, tapes, slides about specific careers and educational institutions, and about "The World of Work".
Simulation games

TEACHING IN THE ELEMENTARY SCHOOL
(Mutually Aided Learning Project)

Open to:	Grades 11-12	Credit: 1/2 unit per semeste
Pre-requisite:	By application only. Signed approval of the applicant's parents and counselor. Student must be able to provide his own transportation to his assignment.	

The program is designed to allow the student an opportunity to gain experience in an actual teaching situation while at the same time enriching his own background and understanding in the subject area being taught. After approximately three weeks of intensive training and preparation, the student will be assigned to act as a "Learning Assistant" for a group of five or six elementary pupils in the district. The student will work as a member of a team with five other students, an elementary teacher and a high school teacher. The high school teacher will provide pre-service and in-service training in the subject matter to be taught and appropriate instructional techniques. The elementary teacher will supervise and assist the students in their teaching assignment and will be available for information and advice about their elementary pupils.

A student will be expected to work in the elementary school four to five hours per week on a regularly scheduled basis including a half-hour weekly conference with both the high school teacher and elementary teacher.

STUDENTS ASSISTING TEACHERS
(Elementary and Junior High)

Open to:	Grades 11-12	Credit: 1/2 unit per semester
Pre-requisite:	Students must provide his own transportation to his assignment and submit an application signed by his parents and counselor.	

A student participating in the program will be assigned on an individual basis to assist an elementary or junior high teacher in the district with teaching and clerical duties. The activity should provide the student with a chance to gain experience in the teaching field while being of valuable service to their own community. Assignments will attempt to match the needs of the teacher requesting assistance with the student's preferences and must be agreeable to both parties. Each student will be scheduled to work four to five hours per week during their unstructured time. Quarterly conferences will be held between the student, his teacher and the Program Director to identify objectives and evaluate performance.

STUDENT LIBRARIANS

Open to: Grades 10-11-12 Credit: 1 unit
Pre-requisite: Permission of Librarian

The course is for a student having a desire to learn and gain experience in library skills and to provide a service to the school, faculty and students.

OFFICE ASSISTANTS - (Main Office, Attendance Office, & Counseling Center)

Open to: Grades 11-12 Credit: 1 Unit
Pre-requisite: Permission of respective secretary

The course is for a student having a desire to learn and gain experience in office procedures, telephone etiquette, etc., and to provide a service to the school, faculty and students.

SCIENCE LABORATORY ASSISTANT

Open to: Grades 11-12 Credit: 1 unit
Pre-requisite: Permission of science teachers

The course is for a student having an interest to learn skills and gain experience in the science laboratory and to provide a service to the school, faculty and students.

PHYSICAL EDUCATION TEACHER ASSISTANTSHIP

Open to: Grades 11-12 Credit: 1 unit
Pre-requisite: One year or two semesters of General Physical Education at the senior high level and approval of instructors.

A student assignment in General Physical Education entails working with the instructor in all classes or structured situations. Responsibilities include but are not limited to; clerical tasks, leading and supervising small group skill sessions, assisting in care and maintenance of equipment, officiating team sports. The opportunity is provided to gain information pertinent to the field of education; specifically physical education and to develop leadership skills.

HIGH SCHOOL TEACHER ASSISTANT

Open to:	Grades 11-12	Credit:	1 unit
Pre-requisite:	Approval of Instructor		

The course is designed for a student who has a desire in assisting a particular department with whatever clerical or other tasks are needed. The purpose of the course is to help the student learn what preparation means for the department or teacher before a lesson can be taught to students.

INDEPENDENT STUDY

Open to:	Grades 10-11-12	Credit:	Determined by Principal
Pre-requisite:	Completion of Independent Study Project Petition		

An Independent Study Course should be organized and planned by the student and the teacher involved. The course can be designed to meet a particular need for the student who has a strong interest area and wants to pursue this area above and beyond existing curricular offerings. Required courses cannot be taken on an Independent Study Basis.

CHERRY CREEK CAMPUS MIDDLE UNIT

Headmaster-Principal: Mr. Bernie Ryan
Assistant Headmaster: Mr. Darrold Isaacson

The daily class schedule of the Cherry Creek Campus Middle Unit is organized on a large block of time basis.

Cherry Creek Campus Middle Unit
4785 South Dayton Street
Englewood, Colorado 80110

ENGLISH - Seventh Grade
(Required - 1 Year)

I. Course Structure:

Individualized instruction is provided by use of pupil-teacher learning contracts. The class meets as a group or is divided into small groups for the purposes of discussion and for developmental or reading skills, as may be indicated for each child. Reading skills may also take place during a student's preparatory periods.

II. Objectives:

The course is designed so that each student will develop the communication skills of listening, speaking, reading and writing, as well as to further develop skills of searching and organizing materials and thought processes. A continuation of the study of the English language, the history and the basic form classes of words, word order, and sentence patterns is emphasized.

III. Methods of Instruction:

In addition to continuing the study of language, four major units are used. COMMUNICATION, primarily a speech unit stressing the importance of speech and listening skills in which the student gives short speeches, and learns some of the basic skills of speaking. Creative writing is also encouraged. ANIMAL AND MAN Unit stresses reading, writing and discussion through the use of individualized learning contracts. A MEDIA Unit develops skills of research on a topic of the student's choice, the organization of notes, and the giving of a 5-7 minute speech using appropriate visual aids. The class takes notes on each speech and develops these into well-written paragraphs. A MYTHOLOGY Unit of Greek and Roman myths and legends, as well as a study of the hero in American folklore, legends and ballads is also included.

IV. Requirements:

A student is required to complete one contract for each unit determined by his abilities and interests with guidance and/or supervision of the teacher.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Discovering Your Language, Postman.
Teacher-made transparencies and dittos
Library sources needed for research
Mythology and Folklore   Mimeographed pamphlet
Greek Myths, Coolidge.
Mythology. Hamilton.
Gods, Heroes and Men of Ancient Greece. Rouse.
Filmstrips
Animals. Scholastic anthology
Moments of Decision. Paperback anthology
Vanguard
Short Stories I

Approximately 50 paperback books in the Resource Center pertaining to animals and 50 more having to do with the survival of men.

ENGLISH - Eighth Grade
(Required - 1 Year)

I. Course Structure:

. Individualized instruction is provided by the use of group division of the heterogeneous class and pupil-teacher learning contracts for each student in accordance with his abilities and interests. Reading skills and developmental study is available during student preparatory time.

II. Objectives:

The communication skills of speaking, listening, reading, and writing are further developed. The student is urged to inquire and study the effect of the various media of his environment. A continuation of the study of the English language, its dialects, forms, purposes and use, help the student to better understand its effect upon his life. Creative writing is encouraged and the proper usage of punctuation, capitalization, and paragraphing is further developed.

III. Methods of Instruction:

A variety of units involving teenage problems, the ecology of the media influencing the student as well as the study of character, and environment of man is used. A wide variety of reading materials is available to assist the student to discover his interests. Some of the units available to the teacher are: OUTCASTS dealing with the handicapped person whether physical, mental, emotional or prejudice; DECISIONS involving the important decisions of man; A TEENAGE Unit studying problems common to youth; A MACHINE Unit to recognize the importance and influence of the machines in our daily lives; MYTHOLOGY continues the study of myths and legends of other lands; and A COURAGE Unit furthers the study of this character trait from physical to mental and moral courage. In all units individual programs or learning contracts enable the student to become involved with the reading of those materials that are of interest to him, to write about problems, to discuss and present oral reports to the class both on an individual and group basis.

IV. Requirements:

Each student takes active interest, on as independent a basis as possible, in these activities to the extent of his capabilities.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Discovering Your Language. Postman.
Exploring Your Language. Postman.
The Uses of Language. Postman.
Roberts English Series
Library of the School
Several hundreds of books in the English Resource Center
Each unit given to the student contains a bibliography involving a wide variety of appropriate books.

SOCIAL SCIENCE FOUNDATIONS - Seventh Grade
(Required - 1 Year)

I. Course Structure:

An emphasis is given to the formal introduction to the social sciences - anthropology, economics, geography, political science, sociology, archaeology and history - through the regional content of Latin America and Canada.

II. Objectives:

The course is designed to build social studies skills and attitudes of the student. It is to provide a correlated and complementary course of study to prepare the student for the study of U.S. History at the eighth grade level.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) group discussions; 3) outside speakers; 4) use of audio-visual materials; 5) individual study; 6) role playing; 7) assigned projects; 8) field trips; and 9) panel discussions.

IV. Requirements:

The student is required to successfully complete all required assignments as determined by the instructor.

V. Credit:

The student will receive one unit of credit upon successful completion of the course.

VI. Bibliography:

Exploring Regions of Latin America and Canada. Follett.
Communities and Government in a Changing World. Rand McNally.
Our Changing Social Order. Gavie and Rennow.

SOCIAL PROBLEMS Eighth Grade
(Elective - 1 Semester)

I. Course Structure:

The course deals with major social issues which currently, and in the future, will influence the course of American Society and, consequently, her history. Areas tentatively to be covered concern population, employment, unemployment, crime (professional, juvenile delinquency, and white collar), education, mass media, civil rights, family, social class structure, urban vs. rural growth, roles of the adolescent, leisure time, and personal pathologies - drug addiction, mental illness, gambling and alcoholism. Authorities in the Denver area will be used as resource people for this class. Field tiips will be planned whenever they are pertinent and possible.

II. Objectives:

The course is designed to provide the student with opportunities for problem recognition and solving in the context of contemporary society. In addition a major objective of the course is to provoke positive attitudes toward changes within the student toward other people and societal institutions.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) group discussions; 3) outside speakers; 4) use of audio-visual materials; 5) individual study; 6) role playing; and 7) field trips.

IV. Requirements:

The student is required to successfully complete all required assignments as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

Our Changing Social Order. Gavia and Rennow.

CULTURAL GEOGRAPHY Eighth Grade
(Elective - 1 Semester)

I. Course Structure:

Man's location in the world today is largely determined by geographic factors. The development of his civilizations have been greatly affected by his geographic environment. Through the study of selected units on U.S. and Canada, Central America, South America, U.S.S.R., Southeast Asia, Africa, Eastern Europe, and the Middle East, the student will be able to develop the habit of examining the environmental factors that have helped determine the historical development of man. Place location will be emphasized.

II. Objectives:

The course is designed to: 1) Acquaint students with the world's salient physical features; 2) provide the student with accurate knowledge of political and cultural boundaries; and 3) have students accept and acknowledge the customs, beliefs and traditions of the earth's myriad cultural groups.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) group discussions; 3) outside speakers; 4) use of audio-visual materials; 5) individual study; 6) role playing; and 7) field trips.

IV. Requirements:

The student is required to successfully complete all required assignments as determined by the instructor.

V. Credit:

A student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

World Geography Today. Israel, et.al.
Sciences of Mankind. Watson.

ANCIENT HISTORY Eighth Grade
(Elective - 1 Semesster)

I. Course Structure:

The course is designed to explore the historic and cultural development of man's first major civilizations - the Near East, Egypt, India, China, Crete, Early Greece and Rome. The student will study history of Western Civilization from 4000 B.C. to the fall of the Roman Empire in 476-A.D.

II. Objectives:

The course is designed to investigate the development of social institutions in the Ancient World, and to evaluate how Ancient Civilizations tried to meet the needs of people, and to study the contributions made by Ancient Civilizations to the modern world.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) group discussions; 3) outside speakers; 4) use of audio-visual materials; 5) individual study; 6) role playing; and 7) field trips.

IV. Requirements:

The student is required to successfully complete all required assignments as prescribed by the instructor;

V. Credit:

A student will receive 1/2 unit of credit for successful completion of the course.

VI. Bibliography:

Living World History. Wallbank and Fletcher.
Our Beginnings in the Old World. Eibling, et.al.
Peoples of the Ancient World. Swain and Armstrong.

UNITED STATES GOVERNMENT - Eighth Grade
(Required - 1 Semester)

I. Course Structure:

The course is a formal survey of United States Government - local, state, national and international.

II. Objectives:

The course is designed to acquaint the students with the various kinds of apparatus of government and to develop a concern for the problems with which civil servants and elected officials must deal.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures; 2) group discussions; 3) outside speakers; 4) use of audio-visual materials; 5) individual study; 6) role playing; and 7) field trips.

IV. Requirements:

The student is required to successfully complete all required assignments as determined by the instructor.

V. Credit:

The student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

Encyclopedia Americana. American Corporation.
Our United States. Eibling, King, and Marlow.
Story of America. Holt, Rinehart, Winston.
Story of the American Nation. Casner, et.al.

MATHEMATICS - Seventh Grade
(Required - 1 Year)

I. Course Structure:

The course includes: 1) Study of the base ten numeration system and its properties; 2) operations with rational numbers; 3) factorization; 4) ratio; 5) proportions; 6) per cents; 7) exponential and scientific notation; 8) simple equations; and 9) an introduction to nonmetric geometry. Four ability groups are selected for this course which include: accelerated, high average, average, and low average.

II. Objectives:

The course is designed to take the student from "where he is" and to develop his understanding of mathematical concepts and their application to the greatest extent possible. An additional objective is to develop an interest for an appreciation of Mathematics and its importance in practically all areas of today's world.

III. Methods of Instruction:

Various methods are used in the course. These include: 1) Group instruction; 2) individual instruction; 3) team teaching and planning; 4) independent study; 5) field trips when appropriate; and 6) audio-visual materials.

IV. Requirements:

Active participation in class and meaningful homework are required for each class meeting. Students who need or desire additional assistance are asked and/or required to spend additional time with a Mathematics teacher during their preparation time.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Modern School Mathematics - Structure and Method 7. Dolciani, et.al.
Junior High School Mathematics 7. Gundlach, et.al.

Mathematics 7. Mc Swain, et.al.
Secondary School Mathematics Curriculum Improvement Study (SSMCIS)
Using Mathematics 7. Henderson and Pingry.
Modern Mathematics for Achievement, First Course Herrick.
Secondary School Mathematics - Units 37 and 8 SMSG.
Mathematics for J.H.S. Units 1 and 2. SMSG.

MATHEMATICS - Eighth Grade
(Required - 1 Year)

I. Course Structure:

The course includes a review and extension of topics included in Mathematics 7 with more emphasis on equations, thought problems, and geometric relations. Metric geometry (perimeter, area, surface area, and volume) is expanded in considerable detail. Formal and informal proofs are considered. Much of the work is directed to preparation for Algebra I. Three ability groups are used in the course which include: High average, average and low average. (The accelerated eighth grade students are scheduled for the ninth grade Algebra I course.)

II. Objectives:

The major objective of this course is to take the student from "where he is" and develop his understanding of mathematical concepts and their application to the greatest possible extent. An additional objective is to develop an interest for and appreciation of Mathematics and its importance in practically all areas of today's world.

III. Methods of Instruction:

Various methods are used in the course. These include: 1) Group instruction; 2) individual instruction; 3) team teaching and planning; 4) independent study; 5) field trips when appropriate; and 6) audio-visual materials.

IV. Requirements:

Active participation in class and meaningful homework are required for each class meeting. Students who need or desire additional assistance are asked and/or required to spend additional time with a Mathematics teacher during their preparation time.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Modern School Mathematics-Structure & Method 8. Dolciani, et.al.
Junior High School Mathematics 8. Gundlach, et.al.

Using Mathematics 8. McSwain, et.al.
Modern Mathematics for Achievement, First Course. Herrick.
Modern Mathematics for Achievement, Second Course. Herrick.
Secondary School Mathematics - Units 40and 41, SMSG.
Mathematics for Junior High School, Units 5 and [illegible], SMSG.
Algebra - Book One. Welchons, et.al.
Modern Algebra - First Course. Johnson, et.al.
Locally developed units and packets.

ALGEBRA I - Eighth Grade
(Elective - 1 Year)

I. Course Structure:

The course is a one year study including all of the fundamental concepts and skills of basic algebra through quadratic equations.

II. Objectives:

The course is designed to: 1) Introduce the student to and interest him in the field of higher mathematics; 2) develop an understanding of the real number system which forms the basic structure of Algebra I; 3) recognize and apply algebraic techniques, concepts and skills appropriately; 4) develop skills of deductive reasoning in word problems and examples; 5) develop an appreciation for the need for the precision of language in mathematics; 6) develop an overall awareness and appreciation of the unifying concepts throughout the course; and 7) develop a level of competency in mathematics which will permit the student to continue the study of Algebra II and Geometry.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Group instruction; 2) individual instruction; 3) team planning and teaching; 4) independent study; 5) field trips; 6) guest speakers when appropriate; 7) computer programming when facilities are available; and 8) use of audio-visual materials.

IV. Requirements:

Enrollment is determined by an Algebra Aptitude Test and a previous instructor's recommendation. Active participation in class and meaningful homework are required for each class meeting. Students who need or desire additional help are asked and/or required to spend additional time with a mathematics teacher during their preparation time.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Modern School Mathematics-Algebra I. Dolciani, et.al.
Modern Algebra - Structure and Method. Dolciani, et.al.
Modern Algebra - First Course. Johnson, et.al.
Algebra - Book One. Welchons, et.al.

SCIENCE - Seventh Grade
(Required - 1 Year)

I. Course Structure:

The course involves the study of basic concepts in biology. It is oriented toward a laboratory, discovery approach. Students are permitted to progress at their best learning rates through a series of selected activities. Major topics include: 1) The microscope and other scientific equipment; 2) the cell; 3) osmosis and diffusion; 4) cell divisions; 5) evolution; 6) animal structures, functions and classification; 7) plant classification and activities; and 8) ecology.

II. Objectives:

The course is designed to enhance each student's understanding of the common activities of living things, as well as the diversity of life. Each student is given the opportunity to be creative, to make better use of the process of problem solving, and gain a greater respect for living organisms. The methods used are organized to stimulate a student to gain a better understanding of and confidence in his abilities.

III. Methods of Instruction:

Large group lectures are not given in the course. Interaction with students is on a one to one basis, or with groups of no more than five. Students sign contracts which they consider to be realistic, considering their background, ability, and time. Tests are given at the end of each contract to measure understanding of the materials presented. If test results show under achievement, a student is required to review the learning contract and other additional assigned materials until a minimum understanding is achieved. He then is permitted to proceed to the next learning contract. The use of audio-visual materials and laboratory activities are maximized. A specific textbook for the course is not assigned to the student. Students have available a variety of texts and reference materials they may use for information purposes.

IV. Requirements:

Students are required to meet contract deadlines. Therefore, because of their abilities and backgrounds, most students will complete all structured contracts. Those lacking in ability or motivation may not finish all of the contracts, or all that is involved in each contract. Some students may complete all of the assigned contracts early and will be encouraged to do self-initiated investigations or to proceed to the eighth grade Earth Science program.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Selected Reference Materials
Pamphlets
Library Materials
Filmstrips and Films
Magazines

SCIENCE - Eighth Grade
(Required - 1 Year)

I. Course Structure:

The course is designed to give the student a better understanding of the earth - its materials, processes, history, and environment in space. Emphasis is placed upon the fascination of learning in science as a function of interesting and thought-provoking laboratory experiments. These experiments establish a framework within which many of the fundamental principles of science may be encountered, examined, and verified or questioned.

II. Objectives:

The course is designed to: 1) Make scientific investigations based on direct experience with earth materials; 2) draw inferences and formulate hypotheses from observations performed in the laboratory; 3) develop skills necessary to make accurate measurements of physical properties; 4) develop the ability of transferring knowledge to a new situation; 5) demonstrate skill in using laboratory equipment; 6) develop a style of laboratory report that accurately describes observations, procedures, and results; 7) recognize the presence of change in the world around us; 8) describe observable changes in the framework of time and space and demonstrate an awareness of variables; and 9) help the student place himself in the picture of environmental changes caused by man.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Laboratory investigations as the basis for inquiry into the subject matter; 2) reading material in the textbook and related materials for additional information about the subject matter; 3) related demonstrations by the instructors to emphasize key ideas throughout the different units; 4) films, filmstrips and other audio-visual materials; 5) open laboratories to provide time for the student to obtain individual help with laboratory investigations, to consult with the instructor about textbook materials, and to obtain other information for orientation to the school program.

IV. Requirements:

Emphasis is placed on laboratory exercises. At the end of each unit a test is given to check student progress. The results of these tests also show which students are having difficulty with reading materials. If students are repeatedly having trouble completing laboratory investigations, they are scheduled into the science laboratory for extra modules each week so that they may receive individual help. For those students that are having difficulty with the reading materials, time is set aside for them to go to the Reading Center so that they may receive professional assistance.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Text - Investigating the Earth. Earth Science Curriculum Project Materials.
Selected outside readings.

BEGINNING SPANISH - 7th,- 8th Grades
(Elective)

I. The course is organized and developed for the student who is beginning an intensive study of a modern foreign language through the audio-lingual method. Beginning Spanish is a two-year sequential program. A student usually begins the study of Spanish in the seventh grade but provisions are made for the student to enter a beginning class in the eighth grade.

II. Objectives

The course is designed to: 1) Use the foreign language as it is used in the foreign culture; 2) involve each student in daily practice so as to develop his conversational ability and accuracy in pronunciation; 3) introduce sufficient grammar to give each student an understanding of the structure of the language; and 4) orient each student to the elements of the Spanish language and the Spanish-American culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The development of teaching strategies which place a major emphasis on oral mastery and accent perfection in the beginning classes (grade 7) and an increasing emphasis on reading, writing, and review in the intermediate and advanced classes (grades 8-9); 2) daily practice in conversation, repetition and drill exercises including memorization of basic dialogs; 3) use of the language in the classroom for conversational purposes; 4) frequent work in the language laboratory to maximize the individualization of instruction; 5) use of audio-visual materials; 6) inform the student of the types of trips and exchange programs which are available; and 7) provide the opportunity for a student of exceptional ability to begin the next course on an individualized basis.

IV. Requirements:

In the two-year sequence a student is expected to complete 14 units of audio-lingual materials.

V. Credit:

Upon successful completion of the course, the finishing student will receive 1/2 unit of credit.

VI. Bibliography:

ALM - Spanish Level I. Harcourt-Brace.
Usted Y Yo. DaSilva.

FRENCH - Beginning - 7th - 8th Grade
(Elective)

I. Course Structure:

The course is organized and developed for the student who is beginning an intensive study of a modern foreign language through the audio-lingual method. Beginning French is a two-year sequential program. A student usually begins the study of French in the seventh grade but provisions are made for the student to enter a beginning class in the eighth grade.

II. Objectives:

The course is designed to: 1) Use the foreign language as it is used in the foreign culture; 2) involve each student in daily practice so as to develop his conversational ability and accuracy in pronunciation; 3) introduce sufficient grammar to give each student an understanidng of the structure of the language; and 4) orient each student to the elements of the French language and culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The development of teaching strategies which place a major emphasis on oral mastery and accent perfection in the beginning classes (grade 7) and an increasing emphasis on reading, writing, and review in the intermediate and advanced classes (grade 8); 2) daily practice in conversation, repetition and drill exercises including memorization of basic dialogs; 3) use of the language in the classroom for conversational purposes; 4) frequent work in the language laboratory to maximize the individualization of instruction; 5) use of audio-visual materials; 6) inform the student of the types of trips and exchange programs which are available; and 7) provide the opportunity for a student of exceptional ability to begin the Level II course on an individualized basis.

IV. Requirements:

In the two-year sequence a student is expected to complete 14 units of audio-lingual materials.

V. Credit:

Upon successful completion of the course, the student will receive ½ unit of credit.

VI. Bibliography:

ALM - French Level I. Harcourt-Brace.
Cours Elementaire. Dale & Dale.

ART 7th - 8th Grades
(Required/Elective - 1 Semester)

I. Course Structure:

Art is required in the seventh and eighth grades for one semester and is offered as an elective for either a semester or a year in the ninth grade. Seventh grade Art is an introduction to creative problem-solving using line, form, space, color, texture, and value. Eighth grade Art is a continuation of creative problem-solving using art elements and principles. And ninth grade Art is a more in-depth study of Art, depending upon individual interest and/or ability.

II. Objectives:

The course is designed to: 1) Instill an appreciation of artists and art trends both past and present; 2) awaken an awareness of the everyday surroundings through seeing and interpreting; 3) encourage exploration of materials for their inherent qualities and for what can be done with these materials; and 4) develop artistic creativity through the awakening of individual self-expression.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Demonstrations by the instructor; 2) using the known to discover the unknown through experimentation; and 3) positive reinforcement of the students' attitudes and abilities through the use of audio-visual materials.

IV. Requirements:

A student is required to complete the program as directed by each individual's abilities and interests through the guidance of the Art instructors.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Speedball Textbook for Pen and Brush Lettering.

GENERAL MUSIC - Seventh Grade
(Required - 1 Year)

I. Course Structure:

General Music is organized to provide students with a general background in vocal music and to prepare them for participation in more advanced music courses.

II. Objectives:

The course is designed to develop in each student an appreciation for all kinds of vocal music which was started in the elementary schools.

III. Methods of Instruction:

Classes are very large (usually around 70) and most all activities are such that the entire class can participate. This would include singing, listening to recordings basic to music appreciation, films, and other audio-visual aids.

IV. Requirements:

All students are enrolled in the course except those students who are enrolled in band and orchestra.

V. Credit:

Upon successful completion of the course the student receives one unit of credit.

VI. Bibliography:

A variety of printed materials are available to the student for group or individual use.

STRING ORCHESTRA - 7th - 8th Grades
(Elective - 1 Year)

I. Course Structure:

The String Orchestra is available to all string players who can qualify by audition. The student can qualify after about one year of instruction.

II. Objectives:

The course is organized in such a manner as to provide the student with the necessary instruction to achieve a level of competency which will enable him to perform in more advanced musical groups.

III. Methods of Instruction

Various methods are used in the course. These methods include: 1) Large group rehearsals; 2) sectional rehearsals; and 3) individual instruction on the student's preparatory time.

IV. Requirements:

The student is required to be and stay competent on his particular instrument to successfully perform the required music. This is accomplished through school and home practice time. The student is also required to attend all concerts and functions of the group during the school year.

V. Credit:

Upon successful completion of the course the student will receive one unit of credit.

VI. Bibliography:

Assigned orchestral music
Belwin String Builder series
Merle Issac series

CONCERT BAND - 7th - 8th Grades
(Elective - 1 Year)

I. **Course Structure:**

The Concert Band is available to all students who can meet the playing requirements set for the group. Usually the student can qualify after one semester of instruction.

II. **Objectives:**

The Concert Band is a training group for the Symphonic Band. Emphasis is placed on the instruction of music fundamentals. This is also a performing group as it is believed that a student must have the experience of public performance. The Concert Band performs at all school concerts.

III. **Methods of Instruction:**

Various methods are used in the course. These methods include: 1) Large group rehearsal; 2) sectional rehearsals; and 3) individual instruction on the student's preparatory time.

IV. **Requirements:**

Enrollment is open to any student who has studied a band instrument for one semester or longer. The student is required to be and stay competent on his particular instrument, to successfully perform the required music, and attend all official concerts and functions of the group during the school year.

V. **Credit:**

Upon successful completion of the course the student will receive one unit of credit.

VI. **Bibliography:**

Assigned band music
First Division through Part III

SYMPHONIC BAND - 7th - 8th Grades
(Elective - 1 Year)

I. Course Structure:

The Symphonic Band is available to any student who can qualify by audition.

II. Objectives:

The course is designed to provide the student with an opportunity to rehearse and present in public performance the finest of band literature for this age and/or ability group.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Large group rehearsal; 2) sectional rehearsals; and 3) individual instruction during the student's preparatory time.

IV. Requirements:

Enrollment is by permission of the instructor. The student is required to be and stay competent on his particular instrument and to successfully perform the required music. This is accomplished through school and home practice time. The student is also required to attend all scheduled concerts and functions of the group during the school year. Private lessons with a professional musician/instructor are not required but the student is urged to study privately.

V. Credit:

Upon successful completion of the course a student will receive one unit of credit.

VI. Bibliography:

Assigned band music
Belwin Intermediate
First Division, Part IV

BEGINNING BAND - 7th - 8th Grades
(Elective)

Each student will arrange with the instructor, a period of time in his daily and/or weekly schedule for individual lessons. When a student achieves a level of proficiency on a selected instrument, he will be given the opportunity to join the concert or symphonic bands. Usually it will be the concert band.

STAGE BAND - 7th - 8th Grades
(Elective)

The Stage Band is a non-credit course and is scheduled for the student during off-school hours.

To become a member of the organization, a student must audition with the instructor. Time is provided, on an individual or small group basis, to rehearse and/or practice under the supervision of the instructor during the regular school day. Total group rehearsals are held during off-school hours at the convenience of the participating members.

The Stage Band is a performance group for all school assemblies, athletic contests, and similar activities where a sophisticated small group of performing musicians is desirable.

PEP BAND - 7th - 8th Grades
(Elective)

Pep Band is also available to a student. The basic organization and format is the same as Stage Band but not at the same level of musicianship and standards of performance.

GIRLS' CHORUS - Eighth Grade
(Elective - 1 Year)

I. Course Structure:

Girl's Chorus is for the student who desires to participate in a group for advanced voice training and to perform in a group.

II. Objectives:

The course is designed to bring the best in music to the student and to develop an interest in, and a desire to continue participation and study in more advanced music courses.

III. Methods of Instruction:

The group is divided into three parts; Soprano I, Soprano II, and Alto. Almost all singing is done in three or more parts. A thorough warm-up session precedes actual work on the music being prepared.

IV. Requirements:

In order to enroll in the course, a student must exhibit a sincere interest in singing and to audition before the instructor for the purpose of correct placement.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

A variety of printed materials are available to the student for group or individual use.

BOY'S CHORUS - Eighth Grade
(Elective - 1 Year)

I. Course Structure:

The course is for boys only who are interested in and desire to participate in vocal music.

II. Objectives:

The course is designed to provide the best in training for voices in a "changing stage" who need special attention for correct development.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Large group, small group and individual instruction; 2) careful placement of a student in proper vocal categories; 3) periodic checking of progress for re-placement; and 4) selecting proper musical selections for the group.

IV. Requirements:

The only requirement for the course is that the student has a sincere interest in vocal music and will be regular in attendance and participate in scheduled events.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

A variety of materials is available for a student and for group use.

MIXED CHORUS - Ninth Grade
(Elective - 1 Year)

I. Course Structure:

Mixed Chorus is organized so that the student has the opportunity to sing and participate in the total group as well as weekly sectional rehearsals.

II. Objectives:

The course is designed to develop in the student, an interest in vocal music at the highest level possible and to achieve a level of proficiency for performing.

III. Methods of Instruction:

Rehearsals are conducted with all students four times per week when printed-type music containing soprano, alto, tenor, and bass parts is used. Boys and girls rehearse separately to work specifically on difficult passages in the music once per week. Before actual work begins on the music being prepared, the group is thoroughly drilled on warm-up exercises to warm up their voices and to enhance their vocal technique.

IV. Requirements:

In order to enroll in Mixed Chorus, the student must have permission of the instructor. Permission will be granted if the instructor is reasonably certain that the student has a sincere interest in this kind of activity. A vocal audition is required for proper placement of the student in the group.

V. Credit:

Upon successful completion of the course, the student receives one unit of credit.

VI. Bibliography:

A variety of printed materials are available to the student for group or individual use.

VOICE CLASS

(Elective - 1 Year)

I. Course Structure:

The course is not a regularly scheduled course in the curriculum. A student is given the opportunity to work with the instructor during preparatory or open module time. A student is expected to attend two practice or rehearsal sessions per week.

II. Objectives:

The course is designed to further develop the interest, appreciation, and ability of the student in vocal music.

III. Methods of Instruction:

Vocal exercises are used to train and strengthen the voice as well as other exercises that pertain to proper posture, breathing, and singing techniques. Some song literature is taught to each individual student. Some students enter the annual State Solo Contest held in the month of May where they sing a solo for a judge and are given a rating for the quality of their performance.

IV. Requirements:

There is no specific requirement for enrollment except a sincere desire to become a fine singer and to report promptly and regularly for scheduled rehearsals.

V. Credit:

Upon successful completion of the course the student will receive one unit of credit.

VI. Bibliography:

A variety of printed materials are available to the student for group or individual use.

HOME ECONOMICS - Seventh Grade
(Required - 1 Semester)

I. Course Structure:

The course is exploratory in nature, designed to introduce girls to some of the homemaking skills they can use as teenagers and later as homemakers.

II. Objectives:

Home Economics is designed to assist each girl to: 1) Develop both skill and personal pride in the homemaking arts; 2) appreciate the importance of the homemaker's role in modern family life and the contributions which she, as a teenager, can make at the present time; 3) realize her own creative potential in the homemaking arts; 4) realize the importance of being an informed consumer; 5) realize the extent to which homemaking makes use of other subjects being studied such as mathematics, science, art, foreign language, and English; 6) learn to read and follow written directions; and 7) properly use and care for homemaking equipment.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Individual projects; 2) group planning and laboratory sessions; 3) study questions on assigned readings; 4) demonstrations by the instructor; 5) written evaluations and tests; and 6) group discussions.

IV. Requirements:

Each girl is required to: 1) Complete one garment of her choice, usually a skirt of some type, the complexity of which depends on previous sewing experience; 2) participate in group planning and laboratories in foods, with emphasis on lunches and foods suitable for quick, appetizing and balanced lunches; and 3) satisfactorily master knowledge pertinent to these and other skills which she is developing.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit.

VI. Bibliography:

Teen Guide to Homemaking. Barclay and Champion

HOME ECONOMICS - Eighth Grade
(Required - 1 Semester)

I. Course Structure:

The course is exploratory in nature, designed to further develop the skills and attitudes in homemaking which were started in the seventh grade class.

II. Objectives:

The course is designed to assist each girl to: 1) Further develop skills in the homemaking arts and realize a genuine sense of satisfaction and accomplishment; 2) use and properly care for equipment common to the homemaking arts; 3) learn to read and follow written directions; 4) realize the importance of and develop skill in being an informed consumer; 5) realize her own creative potential in the homemaking arts; 6) make a real contribution, as a teenager, to the total family life at home; and 7) realize the extent to which homemaking skills are directly related to the other subjects being studied.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Individual projects; 2) group planning and laboratories; 3) study questions on assigned readings; 4) group discussions; 5) demonstrations by the instructor; and 6) written evaluations and tests.

IV. Requirements:

Each girl is required to: 1) Complete one garment, usually a dress or jumper, the complexity of which depends on her previous sewing experience; 2) participate in planning and carrying out group laboratories in foods, concentrating on breakfast preparation and foods suitable for an appetizing and balanced breakfast; and 3) satisfactorily master knowledge pertinent to these and other skills being developed.

V. Credit:

Upon successful completion of the course the student receives 1/2 unit of credit.

VI. Bibliography:

Experiences with Foods. Pollard.
Guide for Today's Home Living. Hatcher and Andrews.
References:

We have a resource shelf of both hardbound and paperback cookbooks. These are used by the girls in planning and preparing their foods.

We also use many folder and hand-out materials sent to us by various companies at no cost to the district.

The Vogue Sewing Book. Reynard, ed.
Sewing Pants for Women. Tyroler

MECHANICAL DRAWING - Seventh Grade
(Required - 1 Semester)

I. Course Structure:

The course is organized to include the following activities:

- A. Introduction to mechanical drawing (what is it? uses of, etc.)
- B. Use and care of equipment
- C. Lettering
- D. Freehand sketching
- E. Multiview drawing (theory and how to do it)
- F. Dimensioning
- G. Pictorial drawings
- H. Drawing for woodworking projects

II. Objectives:

The course is designed to: 1) Provide exploratory experiences with different types of drawing; 2) develop the ability to do neat and accurate work; 3) teach the basic principles of the language of industry; 4) develop the ability to read and interpret drawings and blueprints; 5) provide experiences relating to possible vocational interests; 6) stimulate and develop the student's ability to form mental images of three-dimensional objects when drawn in a plane; and 7) assist the student to recognize the importance of thorough and careful planning.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures, discussions, and demonstrations; 2) assignments from textbooks, work sheets and other media; 3) information sheets; 4) filmstrips, films, overhead projector and other audio-visual materials; 5) models; and 6) classroom experiences in drawing and sketching.

IV. Requirements:

Students are required to: 1) Complete specified drawing and sketching problems in addition to selected problems by the student and; 2) meet basic standards of performance in neatness, accuracy and planning skills.

V. Credit:

Upon the successful completion of the course a student will receive 1/2 unit of credit.

VI. Bibliography:

Basic Mechanical Drawing. Shaeffer.

NOTE: A transition is being made during the school year 1969-70 in seventh grade woodworking and mechanical drawing with the eighth grade offerings.

BEGINNING WOODWORKING - Eighth Grade
(Required - 1 Semester)

I. Course Structure:

The course is organized to include the following activities:

A. Introduction to general woodworking
B. How to plan a project (sketches, drawings)
C. Types of wood and lumbering processes
D. Care and use of basic hand tools
E. Types of wood fasteners (nails, screws, glue)
F. Types of wood finishes (stain, lacquer, etc.).

II. Objectives:

The course is designed to: 1) Teach the importance of good planning and preparation prior to starting a project; 2) teach safe work habits and attitudes related to hand and machine tool operations; 3) develop the student's ability to solve problems related to woodworking; 4) develop an appreciation for craftsmanship and quality; 5) promote enrichment and exploration; and 6) teach consumer knowledge related to tools, materials and furniture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures and demonstrations; 2) information worksheets; 3) classroom experiences in project development; and 4) testing.

IV. Requirements:

Students are required to complete one assigned project, which includes 16-18 learning processes. If time permits, individual students may advance to additional projects subject to teacher approval.

V. Credit:

Upon successful completion of the course the student receives 1/2 unit of credit.

VI. Bibliography:

I.A. Bench Woodwork. Feirer.

NOTE: A transition is being made during the school year 1969-70 in seventh grade woodworking and mechanical drawing with the eighth grade offerings.

CRAFTS
(Elective - 1 Semester)

I. Course Structure:

A. Introduction to general crafts (emphasis on plastic, leather and texstone)
B. Plastics - heat formation - lamination
C. Leather - tooling, stamping and lacing
D. Texstone - pattern layout, color, design

II. Objectives:

The course is designed to: 1) Teach basic fundamentals related to various types of workable materials; 2) teach safe work habits concerning hand tools and power tools related to the program; 3) teach the student the importance of good quality craftsmanship; and 4) promote an exploration into areas designed to fulfill the use of leisure time.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Lectures and demonstrations; 2) displays of work from previous classes; 3) assignments from reference books; and 4) classroom experiences in the development of projects.

IV. Requirements:

Each student is required to complete one project in each of the three areas of plastics, leather and texstone.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit.

VI. Bibliography:

Copes Plastics.
General Leathercraft. Cherry.

PHYSICAL EDUCATION - GIRLS - 7th - 8th Grades
(Required - 3-Year Sequence)

I. Course Structure:

The following activities are offered to girls in Physical Education. The scope and sequence of these activities is outlined in the Physical Education Guidelines adopted for Cherry Creek Schools.

1. Seventh Grade
    a. modified soccer
    b. volleyball
    c. body mechanics
    d. basketball
    e. table tennis
    f. gymnastics
    g. softball
    h. badminton
    i. track
    j. physical fitness

2. Eighth Grade
    a. soccer
    b. tennis
    c. volleyball
    d. body mechanics
    e. table tennis
    f. basketball
    g. gymnastics
    h. softball
    i. golf
    j. track
    k. physical fitness

3. Ninth Grade
    a. speedball
    b. tennis
    c. volleyball
    d. body mechanics
    e. table tennis
    f. basketball
    g. gymnastics
    h. golf
    i. softball
    j. track
    k. physical fitness

II. Objectives:

The course is designed to: 1) Provide an increasing emphasis on individual sports because of their carry over value; 2) continue to provide various team sports to permit the student to perform in group competition, thereby developing teamwork and sportsmanship; 3) provide time, space and availability of staff for more individualized instruction for all students; 4) provide the opportunity for each student to reach their maximum in terms of physical and mental fitness; 5) provide the opportunity for each student to engage in wholesome activity according to ability; and 6) provide each student the opportunity for the enjoyment and participation in all activities regardless of ability.

III. Methods of Instruction:

A. Class organization
   1. squads for exercises and teams
   2. squad leaders lead exercises

B. Instruction
   1. large group (class) lecture
   2. inter and intra squad practice
   3. squad competition
   4. rules sheets

C. Evaluation
   1. skills tests
   2. unit written tests
   3. teacher observation
      a. based on improvement effort

IV. Requirements:

Each student provides his own uniform and personal equipment as prescribed by the school. If a student is unable to participate in the program due to a physical disability or if participation is to be limited, a statement from a physician must be filed with the school. A $2.00 towel fee is required of each student per year.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit.

VI. Bibliography:

Rule books
Selected readings

PHYSICAL EDUCATION - BOYS - 7th - 8th Grades
(Required - 3-Year Sequence)

I. Course Structure:

The following activities are offered to boys in Physical Education. The scope and sequence of these activities is outlined in the Physical Education Guidelines adopted for Cherry Creek Schools.

1. Seventh Grade
   a. P.F.I.
   b. Flag football
   c. Line soccer
   d. Wrestling
   e. Basketball
   f. Table tennis
   g. Paddle tennis
   h. Weight training
   i. Volleyball
   j. Gymnastics
   k. Trampoline
   l. Track and Field
   m. Softball
   n. Physical Fitness

2. Eighth Grade
   a. P.F.I.
   b. Flag football
   c. Soccer speedball
   d. Wrestling
   e. Basketball
   f. Table tennis
   g. Paddle tennis
   h. Weight Training
   i. Volleyball
   j. Gymnastics
   k. Trampoline
   l. Track and Field
   m. Softball
   n. Physical Fitness

II. Objectives:

The course is designed to: 1) Develop physical fitness; 2) develop skills; 3) instill and increase knowledge in the importance of Physical Education and 4) promote appreciation for a healthy body and a healthy mind.

III. Methods of Instruction:

Squads - for uniformity and efficiency

Leaders - responsible for checking attendance - demonstrations - equipment monitor - establish desirable behavior patterns

Instruction: Yearly teaching unit - elucidation and demonstration of skills

Evaluation: Skills - individual and group physical skills, written tests, observation by instructor.

IV. Requirements:

Each student provides his own uniform and personal equipment as prescribed by the school. If a student is unable to participate in the program due to a physical disability or if participation is to be limited, a statement from a physician must be filed with the school. A $2.00 towel fee is required of each student per year.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit.

VI. Bibliography:

Rule books
Selected readings

THE BASIC SKILLS PROGRAM - 7th - 8th Grades
(1 Year For Each Grade)

I. Course Structure:

The Basic Skills Program is designed to meet the various needs of the educationally handicapped child. The educationally handicapped child is one defined as perceptually handicapped and/or emotionally disturbed, not visually or physically handicapped or mentally retarded. Students in this category are not performing up to their capabilities because of some problem or problems. The Basic Skills student is required to work five modules per day in the classroom. Most of the students spend up to 45% of their school day receiving help in the Basic Skills classroom.

II. Objectives:

The program is designed to: 1) Return the student to the regular classroom as soon as possible; 2) reinforce self-confidence and a positive self-concept; and 3) reinforce the student's basic academic and study skills.

III. Methods of Instruction:

Basic Skills is a totally individualized program. Assignments are prescribed for the individual. Emphasis is placed in creating a positive attitude on the part of the student.

IV. Requirements:

Enrollment into the program is primarily based on recommendations from teachers, counselors, and administrators. Scores on intelligence tests, phychological tests and achievement tests are also taken into account. The student and his parents must agree that the Basic Skills Program is advisable.

V. Credit:

One credit is given only to those students who are enrolled in Basic skills Mathematics and English.

VI. Bibliography:

Mathematics

Discovering Numbers 3. Winston.
The New Thinking with Numbers 7. Winston.

The New Knowing about Numbers 8. Winston.
Exploring Arithmetic 8. Webster.
Exploring Arithmetic 7. Webster.
A New Look at Percentage. Continental Press.
A New Look at Decimals. Continental Press.
Arithmetic for Today 4. Merrill.
Arithmetic for Today 5. Merrill.
Arithmetic for Today 6. Merrill.
Arithmetic Workshop 3,4,5,6,7,8. American Book Co.
SRA Computational Skills Development Kit
Useful Arithmetic. Richards.

English

Reader's Digest Skill Builder Levels 2-Adv.
Codes to Captains. Row Peterson
Actors to Astronauts. Row Peterson.
Coins to Kings. Row Peterson.
English Can Be Easy. Holt Rinehart Winston.
Building Better English Workbook 7. Row Peterson
Building Better English Workbook 8. Row Peterson.
Capitalization and Punctuation. Continental Press.
Parts of Speech. Continental Press.
English That We Need. Richards.
More English That We Need. Richards.
The Mott Basic Language Skills Program Series 600 A&B.
The Mott Basic Language Skills Program Series 900 A&B.
The Family You Belong To. Turner-Livingston.
The Person You Are. Turner-Livingston.
The Money You Spend. Turner-Livingston.
The Letters You Write. Turner-Livingston.
The Newspapers You Read. Turner-Livingston.
The Television You Watch. Turner-Livingston.
Selma Herr Phonics Program. Kenneth E. Clouse.
Success in Language/One. Follett.
Success in Language/Two. Follett.
Learning Your Language/ One. Follett.
Be A Better Reader Series A,B,C. Prentice Hall.

Study Skills

The Story of America. Laidlaw.
English and The Federal Government. Government Printing Office.
Government By The People. Steck-Vaughn.
Study Lessons in Our Nation's History. Follett.
Documents of Freedom. Follett.
Exploring the Old World. Follett.
Learning To Drive. Frank E. Richards.
Map Skills for Today. Weekly Reader.

SPECIAL EDUCATION - 7th - 8th Grades
(1 Year For Each Grade)

I. Course Structure:

A variety of module meetings are scheduled for this class. The overall program uses the Life Experience approach which is identified as follows: Learning to keep healthy; Learning to live safely; Learning to communicate ideas, written and orally; Learning to be a responsible citizen; Learning homemaking and family living; Learning to understand one's self and to get along with others; Learning to appreciate, create and enjoy beauty; Learning to understand the physical environment; Learning to use leisure time wisely; Learning to earn a living; Learning to manage money and Learning to travel and move about.

The Program in Special Education at the Junior High level is divided into academic activities, routine activities and manipulative skills within the classroom with outside activities in Music, Art, Physical Education, Home Economics and Industrial Arts. The children are encouraged to participate in any clubs in which they are interested and to take part in all school activities.

II. Objectives:

The specific objectives for this level include the development of: 1) Competencies that promote personal and social development; 2) activities that lead to emotional security and independence; 3) the ability to make practical application of basic school subjects; 4) habits that promote personal health, physical development and safety; 5) understanding of the family and roles of its members; 6) skills for participating in recreational and leisure time activities; 7) readiness for acceptance of civic responsibility as a productive, participating member of the community; and 8) attitudes of responsibility as a wage earner.

III. Methods of Instruction:

The curriculum provides opportunity for the development of socially meaningful needs and concepts as well as the concrete materials for the learning of appropriate skills. The opportunity for exposure to as many social and vocational experiences and observations as possible are provided to give each child a broad view of situations he will be encountering in later life so that he may meet them with understanding and confidence.

A wide variety of materials is used to meet the divergence of abilities with individual prescriptive instruction. An assignment sheet is provided for the student each week and is used at school and at home for easy reference. The purpose of the assignments is to reinforce that which has been learned, and to build upon it; to develop planning and budgeting of time so that the assignments are accomplished when they are due. Two modules, four days per week are scheduled for doing prescriptive arithmetic assignments so that individual help is available. Each student also has approximately ten "prep" modules within the classroom to accomplish other assignments and to have help with them. In some cases it may be necessary to complete assignments at home to have them completed when they are due. The objective of this process is to develop good work habits, responsibility, the following of a schedule, the following of spoken and written directions, evaluation of job performance, and the development of attitudes, habits and understanding of the world of work.

Specific times are devoted to discussion-type activities. Daily following of a newscast is a listening experience which gives experiential background and vocabulary development. Television and radio programs are assigned as homework to develop the child's ability to listen for a purpose, to re-tell what they have heard and to share the experience with the class. Through these mediums there is experience gained in relating in sequential order and to gain skills in isolating major ideas. Following the assignment there is a discussion of the story or information to analyze the contents.

The overhead projector, record player, and film strip projector are used whenever possible to emphasize and reinforce material presented. The Tele=trainer and tape recorder are used for oral expression and as evaluators.

The food preparation center offers functional experiences for the use of academic subjects as well as manipulative skills.

The use of typewriters aids in coordination, reading and spelling as well as practice in letter writing and other phases of the language arts program.

IV. Requirements:

All of the children enrolled to this level of instruction are evaluated and are screened by the Special Education Committee. This program is designed to help boys and girls develop along lines which will help them to adjust as responsible members into the society in which they are growing and will live as adults.

V. Credit:

Since this program is structured to personal development and work skills, promotion to the senior high school work-study program is determined by the Special Education Committee using the criteria of personal and social development, attitudes of responsibility, good work habits and respect for authority as well as chronological age. Each student is evaluated individually as to his capabilities and readiness for the senior high school program.

VI. Bibliography:

English

English That We Need. Richards
More English That We Need. Richards.
Guidebook to Better English I. Economy.
Guidebook to Better English II. Economy.

Spelling

Language Arts Made Easy II. Pedley.
Language Arts Made Easy III. Pedley.
Language Arts Made Easy IV. Pedley.

Reading

Something New. Stanwix House.
Off To Work. Stanwix House.
Teen Age Tales A. Heath Co.
Teen Age Tales B. Heath Co.
Teen Age Tales C. Heath Co.
Eddie In School. Fearon.
Newspaper Reading. Lawson.
Magazines. Manning.
The Turner Livingston Reading Series. Follette.
Occupational Reading Series. S.R.A.

Arithmetic

Time and Telling Time. Fearon.
Measure Up. Fearon.
Money Makes Sense. Fearon.
Supermarket Arithmetic. Fern Tripp.
Using Dollars and Sense. Fearon.
Everyday Business. Lawson.
Useful Arithmetic. Richards.
Mathematics in Living. Pruitt Press.
Mathematics in Living II. Pruitt Press.

Mathematics in Living III. Pruitt Press.
The Getting Along Series of Skills. Richards.

Social Studies

To Be A Good American Series. Fearon.
Our United States. Lauback Publishing Co.
Foundations of Citizenship Series. Fearon.

Science

Building A Strong Body. Ventura Media.
Basic Science For Living. Steck-Vaughn.
Weather and Us. Richards.

Vocations

Target Series. Mafex Associates.
I Want A Job. Richards.
On The Job. Richards.
Plans for Living. Fearon.
The Jobs You Get. Fearon.
Encyclopedia of Occupations. Encyclopedia Britannica.
Teenagers At work. Richards.
Occupational Fact Finding Series. Special Service Supply.
Job Application Skill Texts. Special Service Supply.
Fundamental Forms Skill Text. Special Service Supply.
Jerry Works In A Service Station. Fearon.
Getting A Job. Fearon.
They Work And Serve. Steck-Vaughn.
A Job For You. Steck-Vaughn.

Personal Development

Social Skills. Mafex Associates.
You and Your World. Fearon.
You. Richards.
Springboard. Special Service Supply.
Dining Out. Special Service Supply.

CHERRY CREEK WEST MIDDLE UNIT

Headmaster - Principal:	Mr. James Brinkopf
Administrative Aides:	Mr. William Moeller Mr. Verne Moser

The daily class schedule of the Cherry Creek West Middle Unit is organized on a large block of time, non-graded basis. A student day consists of four large time blocks, within each being located two, three or four of our curricular offerings. The team of teachers responsible for each block of time decides the variations in time that they need over a 5 day period of time, so each student may operate on a different time schedule each week. The team also determines the grouping of youngsters, either by need, by interest or by ability. Several departments have divided their offerings into requireds and electives, some offerings are on a mini-course basis and the entire schedule is organized so that it shifts one block of time forward each new quarter.

Cherry Creek West Middle Unit
5151 South Holly Street
Littleton, Colorado 80120

ENGLISH - 7th - 8th

I. Course Structure:

The department has isolated the following areas for special consideration and study by grade level.

	7th	8th
Study Skills:	library use dictionary outlining note-taking listening	
Grammar:	capitalization punctuation sentence recognition	parts of speech parts of the sentence clauses - compound
Composition:	description	narration
Literature:	mythology selected stories poetry	folklore short stories non-fiction selected novels Scholastic Literature Unit Animals Frontiers
Speech:	introduction to speech	continued building of speech skills
	spelling vocabulary building	spelling vocabulary building

II. Objectives:

The course objectives are basically listed on page three of the Interim Edition of the Media Ecology Handbook. The major emphasis is the development of skills, attitides, and concepts directed toward understanding the process of communication and effectively using the tools of communication.

III. Methods of Instruction:

Each teacher, with variation suitable for the age, maturity, ability and quantity of students in the class, uses the following methods: 1) Audio-visual materials; 2) individualized packets and assignments; 3) programmed materials; 4) instructor lectures; 5) class discussions; and 6) class assignments.

IV. Requirements:

Each student takes an active part in all activities. He is encouraged to do as much independent work as he is capable of under teacher guidance or supervision.

V. Credit:

Upon successful completion of each individual course in junior high English, students will receive one unit of credit.

VI. Bibliography:

English - Seventh Grade

English Grammar and Composition: 7.
Composition: Models and Exercises: 7.
English Workshop.
Roget's Thesaurus.
Poems to Enjoy.
A Gift of Watermelon Pickle.
Classical Myths.
Greek Myths.
You Can Write.
SRA Writing Laboratory.

A variety of additional printed materials is available for individual and group use.

English - Eighth Grade

English Grammar and Composition: 8.
English 2600.
Composition: Models and Exercises: 8.
Story Poems.
Johnny Tremain.
Shane.
The Martian Chronicles.
Animals (Scholastic Unit).
Frontiers (Scholastic Unit)
"Practical English."

A variety of additional printed materials is available for individual and group use.

FOUNDATIONS OF THE SOCIAL SCIENCES - Seventh Grade
(Required - 1 Year)

I. Course Structure:

The Foundations of Social Sciences is a part of the Humanities Program of the school. A student will be introduced to the key concepts found in the disciplines of geography, anthropology, history, law and government, and economics. Why man lives where he does in the world is studied in the geography unit. Map reading skills are re-emphasized. The anthropology unit stresses the understanding of how man has developed culturally. A history unit outlines the basic concepts a student should know in the study of history. Basic concepts in political science and economics are studied in separate units. The year's work ends with a culminating unit on English history designed to show the students how concepts from the six preceding units interrelate. This final body of material is designed also to provide background for the eighth grade American History course. Throughout the year the emphasis will be placed on concepts, methods, and terminology relevant to the various social sciences. The current daily history of man is studied whenever possible.

II. Objectives:

The course is designed to provide a student with a basic background in the social sciences to assist him in his future study in the field.

III. Methods of Instruction:

Various methods are used in the course. A primary goal is to individualize as much of the instruction as possible. Staff planning helps develop the methods used. Individual learning assignments as well as group assignments are given. Instructor lectures are kept to a minimum. The goal is to develop self-learning activities monitored very carefully by the instructor in charge. Each instructor uses the inquiry technique and the inductive method of teaching whenever possible. Package learning and programmed learning units are used to encourage students to learn on their own. Large-small group activities permit a student to learn from others. Video tapes, filmstrips, films, and tapes provide a source of information for the student. Students are encouraged to produce their own audio-visual materials. Creative writing is encouraged at all times. Field trips provide on the scene information to the student. Outside speakers give expert information on a variety of topics. Textbooks have a limited use in the courses offered. A variety of supplementary materials are available to the student. The library is the hub of the physical plant facilities. It is the research center that is in constant use by the students. The librarian is an inseparable part of the staff and the social science program. Information necessary to complete assignments are made available through the assistance of the librarian.

IV. Requirements:

A student is required to: 1) Read the assigned materials; 2) complete a research assignment about a primitive tribe during the anthropology unit; 3) complete other assignments given by the instructor; and 4) teke periodic tests.

V. Credit:

A student will receive one unit of credit upon successful completion of the course.

VI. Bibliography:

World Geography. Bradley.
America's Old World Frontiers. Clark and Beeby.
Builders of the Old World. Hartman.
Exploring Regions of Latin America and Canada. Joyce.
The Pageant of World History. Leinwand.
A History of the World. Magenis and Appel.
Living World History. Wallbank and Fletcher.
Sciences of Mankind. Watson.

WORLD GEOGRAPHY - 8th

I. Course Structure:

The course is organized around units which involve the United States, Canada, South and Central America, U.S.S.R., Southeast Asia, Africa, Eastern Europe and the Middle East.

II. Objectives:

The course is designed to bring those concepts to the student which will permit him to understand the geographic factors which affect man and his civilization.

III. Methods of Instruction:

In order to meet individual interests and needs of students and to insure that students learn the material well and in an interesting manner, a variety of instructional techniques will be used. The traditional lecture-discussion approach will be used when, in the teacher's opinion, this will create the best learning environment. Additional teaching techniques will include: 1) Reading assignments from textbooks and related materials; 2) use of the library; 3) written assignments to determine the level of each individual's comprehension of the material; 4) individual research projects and reports on both assigned and individually selected topics; 5) discussion and debate on matters relevant to the subject matter; 6) role playing; and 7) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Read the assigned material and complete all written assignments; 2) participate in class discussions; 3) use library resources; 4) complete readings from a variety of materials; and 5) take all examinations.

V. Credit:

Upon successful completion of the course the student will receive 1/2 unit of credit.

VI. Bibliography:

Man's World: A Physical Geography. Gross and MacGraw.
Geography and World Affairs. Jones and Murphy.
Physical Geography. Phillips.
Rand McNally Classroom Atlas.
Scholastic World Affairs Multi-Text Series:
    The Subcontinent of India.
    The Two Chinas.
    Emerging Africa .
    The Soviet Union.
    Eastern Europe.
    Western Europe.
    The Rim of Asia.
    The Middle East.
    Latin America.

ANCIENT HISTORY - 7th - 8th
(Elective - 1 Semester)

I. Course Structure:

The course will be organized and presented so that the student may explore the historic and cultural development of man's first major civilizations - Near East, Egypt, India, China, Crete, Early Greece, and Rome. The time scope will be from 4000 B.C. to 476 A.D.

II. Objectives:

The course is designed to bring to the student those concepts needed to answer such questions as: 1) What was life like during the development of the first civilizations? 2) How did each civilization develop? 3) What cultural heritage did each leave for man in the future? and 4) Why did each civilization finally fall?

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) map work; 3) individualizing instruction by the use of packets of learning materials; 4) written assignments; 5) library research; 6) instructor lectures; and 7) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Be able to locate assigned locations on a map; 2) develop a working knowledge of the vocabulary used; 3) complete written and reading assignments; and 4) successfully complete the assignment given as the final evaluation. A student who plans to continue study in World or Ancient History at the high school level is strongly urged to take the course.

V. Credit:

A student will receive 1/2 unit of credit for each semester of work successfully completed.

VI. Bibliography:

Anthropology Curriculum Study Project, History a Culture Change: An Overview.

The Horizon Book of Lost Worlds. Cottrell.

Life Under the Pharoahs. Cottrell.
Ancient Myths. Goodrich.
Voices of the Past. Hanscom.
History Begins at Sumer. Kramer.
Alexander the Great. Mercer.
The Source. Michener.
Archaeology. Rapport and Wright.
Empires in the Dust. Silverberg.
Lost Cities and Vanished Civilizations. Silverberg.
The Peoples of the Ancient World. Swain and Armstrong.

CURRENT SOCIAL ISSUES
(Elective - 1 Semester)

I. Course Structure:

Current Social Issues is an elective, ninth grade social studies course being offered three times a year on a twelve week basis.

II. Objectives:

The course is designed to bring about a realization by the student, of the salient social issues he will face as an American citizen, and to develop an appreciation of the social issues which will confront our society and the potential of ameliorative courses of action rather than panaceas in exploring social issues.

III. Methods of Instruction:

Learning may occur in many forms. Sometimes it flows from student to teacher, at other times it may be effectively communicated from student to student. This fact is reflected in the diverse methods of instruction utilized in Current Social Issues. At times, the traditional reading, lecture, discussion model is utilized, with the teacher at the center of the learning process. At other times, under appropriate conditions, the focus of learning is shifted more directly to the students themselves in the forms of library research, community field research and student-made documentaries.

IV. Requirements:

A student is required to: 1) Read all assigned materials; 2) complete all papers and projects promptly and satisfactorily; and 3) take all required examinations.

V. Credit:

A student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

Our Changing Social Order. Gavian.
Meeting the Challenge of Totalitarianism. Hanna.
Population Explosion. Lenica.
Animal Farm. Orwell.
Denver Post, May 23, 1967, "Experimental City."
National Education Association, Certain American Truths.

NOTE: The source of material is determined by the topic under study.

AMERICAN GOVERNMENT - 7th - 8th
(Required - 1 Semester)

I. Course Structure:

The course is a basic survey of contemporary American government. It consists of a practical and realistic study of the organization and functions of the various branches and levels of our governmental and political institutions.

II. Objectives:

The course is designed to: 1) See how our type of government has evolved over the years; and 2) understand the current structure, organization, function and practices in American government at all levels. The course emphasizes the concepts and ideas which are central to our system of government, encourages the students to analyze, think about, and develop a realistic understanding of American democracy.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Assigned readings; 2) library research; 3) classroom discussions; 4) instructor lectures; and 5) use of audio-visual materials.

IV. Requirements:

To successfully complete the course, a student is required to complete various reading, written, and oral assignments given by the instructor and to take periodic tests.

V. Credit:

The student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

Arapahoe County in Perspective.
Communities and Government in a Changing World. Bollens.
What You Should Know About Democracy and Why.
Teenagers and the Law. Hanna.
Your Freedoms. Kelly.
Living in Our Communities. Krug.
A Citizen's Guide to Colorado. League of Women Voters of Colorado.

IV. Requirements:

A student is required to: 1) Read the assigned materials; 2) complete written and oral assignemnts given by the teacher; 3) teke periodic tests and other forms of evaluation techniques developed by the teacher; and 4) participate in large and small group discussions.

V. Credit:

A student will receive one unit of credit upon successful completion of the course.

VI. Bibliography:

Part I

A New Continent and A New Nation. Angle.
The New Nation Grows. Angle.
Story of the American Nation. Casner.
Story of America. Harlow and Noyes.
Exploration and Colonization, 1492-1775. Kownslar and Frizzle.
The American Revolution, 1775-1783. Kownslar and Frizzle.
The French and Indian Wars. Russell.

Part II

The Nation Divided. Angle.
Story of the American Nation. Casner.
America . Goes to War. Catton
Story of America Harlow and Noyes.
The Civil War and Its Aftermath, 1860-1877. Kownslar and Frizzle.
The Last West and Industrialism, 1860-1920. Kownslar and Frizzle.

Part III

The New Nation Grows. Angle.
Story of the American Nation. Casner.
The Colorado Story. Hafen and Hafen.
Story of America. Harlow and Noyes.
The Last West and Industrialism, 1860-1920. Kownslar and Frizzle.

MATHEMATICS - Seventh Grade
(Required - 1 Year)

I. Course Structure:

The course includes: 1) Study of the base ten numeration system and its properties; 2) operations with rational numbers; 3) factorization; 4) ratio; 5) proportions; 6) per cents; 7) exponential and scientific notation; 8) simple equations; 9) an introduction to nonmetric geometry; 10) graphing and coordinates; and 11) simple statistical methods.

II. Objectives:

The course is designed to: 1) Enable the student to unite the mathematical skills of elementary school with the deeper concepts of junior high school mathematics; 2) vitalize mathematical skills by applying such skills to living situations; 3) understand the basic structure of mathematics through appreciation of abstract concepts; 4) continue to develop proficiency in the application of mathematics; 5) realize that proficiency can be an asset in related fields of study - science, home economics, shop etc.; and 6) develop the ability to read and understand an explanation or informal proof in a mathematics text.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Group instruction; 2) individual instruction; 3) team teaching and planning; 4) independent study; 5) field trips when appropriate; and 6) audio-visual materials.

IV. Requirements:

Active participation in the class and meaningful homework are required for each class meeting. A student who needs or desires additional assistance is requested or required to spend additional time with a mathematics instructor. The academically talented student who can complete additional work is expected to do so from a variety of materials available.

V. Credit:

Upon successful completion of the course the student receives one unit of credit.

VI. Bibliography:

Using - Laidlaw Series 7.
SMSG - Volume 1 Part I

MATHEMATICS - Eighth Grade

(Required - 1 Year)

I. Course Structure:

The course includes a review and extension of topics included in Mathematics 7 with more emphasis on equations, thought problems, and geometric relations. Metric geometry (perimeter, area, surface area, and volume) is expanded in considerable detail. Formal and informal proofs are considered. Much of the work is directed to preparation for Algebra I. The accelerated eighth grade student is scheduled for the ninth grade Algebra I. course.

II. Objectives:

The course is designed to help the student: 1) Be able to think in mathematical terms; 2) to become increasingly proficient in mathematical skills; 3) be able to read and understand an explanation in a mathematics text; 4) be able to relate mathematics to real life; 5) develop an appreciation of the basic mathematical concepts; and 6) be able to apply mathematical knowledge accurately in related fields of study.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Review of basic concepts; 2) group instruction by use of the lecture method; 3) individual instruction; 4) team teaching and planning; 5) independent study; 6) field trips when appropriate; and 7) audio-visual materials.

IV. Requirements:

Active participation in class and meaningful homework are required for each class meeting. Students who need or desire additional assistance are asked and/or required to spend additional time with a Mathematics teacher.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Modern School Mathematics - Structure & Method 8. Dolciani, et.al.
Junior High School Mathematics 8. Gundlach, et.al.

Using Mathematics 8. McSwain, et.al.
Modern Mathematics for Achievement, First Course. Herrick.
Modern Mathematics for Achievement, Second Course. Herrick.
Secondary School Mathematics - Units 40 and 41. SMSG.
Mathematics for Junior High School - Units 5 and 6. SMSG.
Algebra - Book One. Welchons, et.al.
Modern Algebra - First Course. Johnson, et.al.
Locally developed units and packets.

BIOLOGY - Seventh Grade
(Required - 1 Year)

I. Course Structure:

The course is organized and subject matter is presented in a manner which permits the student to: 1) Extend his elementary school science program; 2) provide an introduction to the specialized sciences; and 3) develop an appreciation and understanding of his living environment.

II. Objectives:

The course is designed to: 1) Develop an awareness of the interactions of living things and how these affect the student; 2) introduce to the student some of the techniques and procedures used by life scientists; and 3) develop student skills in the use of scientific equipment and good scientific method.

III. Methods of Instruction;

Various methods are used in the course. These methods include: 1) Instructor lectures and discussions of general concepts and topics for research; 2) laboratory experiments in which the student investigates the principles governing the concepts presented; 3) instructor demonstrations of certain experiments; and 4) use of audio-visual aids.

IV. Requirements:

A student is required to: 1) Study required textbook materials; 2) conduct laboratory investigations and prepare laboratory reports; 3) develop an awareness and discuss current science events; 4) complete assigned readings from various science publications; and 5) prepare projects and reports.

V. Credit:

Upon successful completion of the course a student will receive one unit of credit.

VI. Bibliography:

Elements of Biology. Dodge.
Science of Biology. Miller and Vance.
One Day At Teton Marsh. Carrighar.
The Green Plant. Learning Materials Inc.

EARTH SCIENCE - Eighth Grade
(Required - 1 Year)

I. Course Structure:

The course is organized and the subject matter presented in a manner which permits the student to: 1) Develop scientific concepts and become proficient in investigation processes; and 2) be able to direct self-inquiry in terms of ability and interest.

II. Objectives

The course is designed to: 1) Develop an understanding that Earth Science deals with the natural aspects of the earth and environment; 2) introduce the student to some of the techniques and procedures used by earth scientists; and 3) involve the student in scientific methods and deductive reasoning.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Instructor lectures and discussions of general concepts and topics for research; 2) laboratory experiments in which the student investigates the principles governing the concepts presented; 3) instructor demonstrations of certain experiments; and 4) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Study the required textbook materials; 2) conduct laboratory investigations and prepare laboratory reports; 3) develop an awareness to discuss current science events; 4) complete assigned readings from various science publications; and 5) prepare projects and reports.

V. Credit:

Upon successful completion of the course a student will receive one unit of credit.

VI. Bibliography:

Basic Earth Science. MacCracken, et.al.
Investigating the Earth. American Geological Institute.
Earth Science, Nanowitz and Stone.

BEGINNING SPANISH - 7th ,- 8th Grades
(Elective)

I. The course is organized and developed for the student who is beginning an intensive study of a modern foreign language through the audio-lingual method. Beginning Spanish is a two-year sequential program. A student usually begins the study of Spanish in the seventh grade but provisions are made for the student to enter a beginning class in the eighth grade.

II. Objectives

The course is designed to: 1) Use the foreign language as it is used in the foreign culture; 2) involve each student in daily practice so as to develop his conversational ability and accuracy in pronunciation; 3) introduce sufficient grammar to give each student an understanding of the structure of the language; and 4) orient each student to the elements of the Spanish language and the Spanish-American culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The development of teaching strategies which place a major emphasis on oral mastery and accent perfection in the beginning classes (grade 7) and an increasing emphasis on reading, writing, and review in the intermediate and advanced classes (grades 8-9); 2) daily practice in conversation, repetition and drill exercises including memorization of basic dialogs; 3) use of the language in the classroom for conversational purposes; 4) frequent work in the language laboratory to maximize the individualization of instruction; 5) use of audio-visual materials; 6) inform the student of the types of trips and exchange programs which are available; and 7) provide the opportunity for a student of exceptional ability to begin the next course on an individualized basis.

IV. Requirements:

In the two-year sequence a student is expected to complete 14 units of audio-lingual materials.

V. Credit:

Upon successful completion of the course, the finishing student will receive 1/2 unit of credit.

VI. Bibliography:

ALM - Spanish Level I. Harcourt-Brace.
Usted Y Yo. DaSilva.

FRENCH - Beginning - 7th - 8th Grade
(Elective)

I. Course Structure:

The course is organized and developed for the student who is beginning an intensive study of a modern foreign language through the audio-lingual method. Beginning French is a two-year sequential program. A student usually begins the study of French in the seventh grade but provisions are made for the student to enter a beginning class in the eighth grade.

II. Objectives:

The course is designed to: 1) Use the foreign language as it is used in the foreign culture; 2) involve each student in daily practice so as to develop his conversational ability and accuracy in pronunciation; 3) introduce sufficient grammar to give each student an understanidng of the structure of the language; and 4) orient each student to the elements of the French language and culture.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) The development of teaching strategies which place a major emphasis on oral mastery and accent perfection in the beginning classes (grade 7) and an increasing emphasis on reading, writing, and review in the intermediate and advanced classes (grade 8); 2) daily practice in conversation, repetition and drill exercises including memorization of basic dialogs; 3) use of the language in the classroom for conversational purposes; 4) frequent work in the language laboratory to maximize the individualization of instruction; 5) use of audio-visual materials; 6) inform the student of the types of trips and exchange programs which are available; and 7) provide the opportunity for a student of exceptional ability to begin the Level II course on an individualized basis.

IV. Requirements:

In the two-year sequence a student is expected to complete 14 units of audio-lingual materials.

V. Credit:

Upon successful completion of the course, the student will receive ½ unit of credit.

VI. Bibliography:

ALM - French Level I. Harcourt-Brace.
Cours Elementaire. Dale & Dale.

ART - 7th - 8th Grades
(Elective)

I. Course Structure:

The seventh grade course is an introduction to Art using a variety of media and projects. Projects may include drawing, painting, sculpture, graphics, and the beginning development of Art History. Media used may be clay, plaster, charcoal, paint, and textiles.

The eighth grade course is basically the same as that for the seventh grade, but is more extensive and sophisticated. Students with instructor approval will be given the opportunity to experiment in other media.

A student electing to take the course for a full year may work on projects taking a longer period of time for completion and extend this time into the second semester. In such a case, a student would be allowed to do independent study and/or work.

II. Objectives:

The course is designed to: 1) Instill an appreciation of artists and art trends both past and present; 2) awaken an awareness of the everyday surroundings through seeing and interpreting; 3) encouraging exploration of materials for their inherent qualities and for what can be done with these materials; and 4) develop artistic creativity through the awakening of individual self-expression.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Demonstrating by the instructors; 2) using the known to discover the unknown through experimentation; and 3) positive reinforcement of the students' attitudes and abilities through the use of audio-visual materials.

IV. Requirements:

A student is required to complete the program as directed by each individual's abilities and interests through the guidance of the Art instructors.

V. Credit:

A student will receive ½ unit of credit for each semester of work successfully completed.

VI. Bibliography:

A variety of printed reference materials is available for group or individual use.

STRING ORCHESTRA 7th - 8th Grades
(Elective)

I. Course Structure:

The full orchestra class meets for two periods per week. Students also receive two sectionals per week. This group performs at concerts and programs throughout the school year.

II. Objectives:

The course is designed to enhance the student's ability in the technical skills of playing a string instrument, and to offer opportunity for public performance.

III. Methods of Instruction:

Various methods are used in the course. These methods include:
10% -- Scales - drills;
20% -- Currently assigned training and foundation material;
70% -- Concert and program material.

IV. Requirements:

In order to enroll in the group, a student must have studied for at least one year or be able to demonstrate an equivalent ability. A student is required to: 1) Attend all rehearsals and performances; 2) keep record of home practice time; 3) take periodic written tests; and 4) audition and challenge for chair placement.

V. Credit:

Upon successful completion of a one year course, the student will receive one unit of credit.

VI. Bibliography:

22 Studies for Strings
Orchestral Bowing Etudes
Scales for Strings
Division of Measure
59 Studies in Unison

Concert and program materials consist of a wide variety from the semi-classics, to chamber music and the finer classics.

INTERMEDIATE BAND 7th - 8th Grades
(Elective)

I. Course Structure:

The band class meets for one full eighty minute block of time each day, with flexible full and sectional meetings. This is an intermediate group which performs for concerts and other events throughout the school year.

II. Objectives:

The course is designed to prepare the student for the more advanced study in the "Symphonic Band", and to offer opportunity for public performance.

III. Methods of Instruction:

Various methods are used in the course. These methods include:
10% -- Warm-ups - scales - drills for dynamics - tempo drills - articulation drills;
30% -- Currently assigned training and foundation materials;
60% -- Concert and program materials

IV. Requirements:

In order to enroll in the band, a student must have studied for at least one year or be able to demonstrate equivalent ability. A student is required to: 1) Attend all rehearsals and performances; 2) keep a record of home practice time; 3) take periodic written tests; and 4) audition and challenge for chair placement.

V. Credit:

Upon successful completion of the course a student receives one unit of credit.

VI. Bibliography:

Belwin Intermediate Method
Rehearsal Fundamentals
Belwin Band Builder Book II
Forty Rhythm Studies

Concert and program materials consist of a wide variety of standard band literature from easy to medium grade.

ADVANCED BAND 7th - 8th Grades
(Elective)

I. Course Structure:

The band class meets for one full eighty minute block of time each day, with flexible full and sectional meetings. This is an advanced organization performing at concerts and many other events throughout the school year.

II. Objectives:

The course is designed to enhance the student's ability in the technical skills of playing a musical instrument, and to offer opportunity for public performance.

III. Methods of Instruction:

Various methods are used in the course. These methods include:
10% -- Warm-ups - scales - drills for dynamics - tempo drills - articulation drills;
20% -- Currently assigned training and foundation materials
70% -- Concert and program material.

IV. Requirements:

Membership in the band is by audition. A student is required to: 1) Attend all rehearsala and performances; 2) keep record of home practice time; 3) take periodic written tests; and 4) audition and challenge for chair placement.

V. Credit:

Upon successful completion of a one year course the student will receive one unit of credit.

VI. Bibliography:

Belwin First Division Method, Part IV
Belwin Progressive Method
24 Arban-Klose Studies
25 Lazarus-Concone Studies
Twenty Rhythmical Exercises
68 Pares Studies

Concert and program materials consist of a wide variety of music, from the well-known Broadway Musicals to the finest in the classics and standard band literature.

VOCAL MUSIC - 7th - 8th Grades
(Required)

I. Course Structure:

Classes are flexible as to time and student participation. The course is organized and the material presented in such a way as to interest the student to participate and perform in a singing group.

II. Objectives:

The course is designed to develop a high level of proficiency interest and desire on the part of the student in the field of vocal music.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Large group, small group, and individual instruction; 2) selection of music of the nature which will best develop the potential of the student; 3) exercises in developing the desired singing techniques; 4) use of audio-visual materials; and 5) developing the group to a desired standard for performing before groups.

IV. Requirements:

A student is required to have and maintain a sincere interest in singing and to be an active participant in all scheduled activities.

V. Credit:

Upon successful completion of the course, the student will receive one unit of credit.

VI. Bibliography:

A variety of printed materials is available for group or individual use.

BEGINNING BAND - 7th - 8th Grades
(Elective)

The course is for non-credit and is open to any beginning student who desires to become a member of the Cherry Creek Schools instrumental program.

Each student will arrange with the instructor, a period of time in his daily and/or weekly schedule for individual lessons. When a student achieves a level of proficiency on a selected instrument, he will be given the opportunity to join the concertor symphonic bands. Usually it will be the concert band.

STAGE BAND - 7th - 8th Grades
(Elective)

The Stage Band is a non-credit course and is scheduled for the student during off-school hours.

To become a member of the organization, a student must audition with the instructor. Time is provided, on an individual or small group basis, to rehearse and/or practice under the supervision of the instructor during the regular school day. Total group rehearsals are held during off-school hours at the convenience of the participating members.

The Stage Band is a performance group for all school assemblies, athletic contests, and similar activities where a sophisticated small group of performing musicians is desirable.

PEP BAND - 7th - 8th Grades
(Elective)

Pep Band is also available to a student. The basic organization and format is the same as Stage Band but not at the same level of musicianship and standards of performance.

MECHANICAL DRAWING - Seventh Grade
(Required - Boys - 1 Semester)

I. Course Structure:

A student will be provided an opportunity to develop skills in sketching and instrument drawing relative to simple orthographic projections which will ultimately be used in project planning. Through the use of lectures, demonstrations and audio-visual aids, information will be presented relative to the importance of drawing and design in industry. Mechanical Drawing is a means of expressing and conveying thoughts. It is the graphic language of industry which provides communication between workers of all countries in the world.

II. Objectives:

The course is designed to: 1) Develop in each student the correct use and care of drawing instruments; 2) provide opportunities for general education; 3) develop in each student the process of correct lettering and freehand sketching; 4) develop a degree of accuracy and neatness; and 5) provide a variety of interesting and useful facts about industry, machines, materials of construction and related occupations.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Use of audio-visual materials; 2) reference materials; 3) independent study; and 4) instructor lectures and demonstrations.

IV. Requirements:

A student is required to complete the required number of plates as outlined in the course of study.

V. Credit:

Upon the successful completion of the course a student will receive 1/2 unit of credit.

VI. Bibliography:

Industrial Arts Drawing and Blueprint Reading. Coover.
Basic Mechanical Drawing. Shaeffer.
Introduction to Mechanical Drawing. Harman.

WOODWORKING - Eighth Grade
(Required - Boys - 1 Semester)

I. Course Structure:

The course is of an exploratory nature to acquaint students with the significance of the woodworking industry. The primary emphasis is on the use of basic hand woodworking tools. Some experiences will be provided in the use of such power tools as the jig saw, band saw and drill press depending on the student's ability.

II. Objectives:

The course is designed to: 1) Familiarize the student with aspects of the woodworking industry and some of its contributions to our civilization; 2) encourage the student to make working drawings of projects; 3) give the student an opportunity to work with and care for woodworking tools; 4) teach the student how to work safely with tools in the school shop and at home; 5) instill in the student a desirable attitude toward fine workmanship; and 6) stimulate the student to develop home workshops for use in leisure time.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Use of samples - finished and unfinished; 2) use of audio-visual materials; 3) field trips; 4) instructor lectures and demonstrations; and 5) class discussions.

IV. Requirements:

A student is required to: 1) Maintain a notebook; 2) complete worksheets that accompany the textbook; and 3) make useful, simple projects.

V. Credit:

Upon successful completion of the course a student will receive 1/2 unit of credit.

VI. Bibliography:

Industrial Arts Bench Woodworking. Feirer.

HOME ECONOMICS - Seventh Grade
(Required - 1 Semester)

I. Course Structure:

Emphasis is placed on developing basic sewing skills and basic skills in food preparation with some emphasis on grooming.

II. Objectives:

The course is designed to: 1) Develop an interest in the home; 2) gain and apply knowledge in the area of clothing construction; 3) gain and apply knowledge in the area of food preparation; and 4) gain and apply knowledge in the area of grooming.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Laboratory experiences in foods and clothing units; 2) instructor demonstrations and lectures; 3) bulletin boards - student and teacher constructed; 4) use of audio-visual materials and 5) skits with student participation.

IV. Requirements:

A student is required to complete all projects as designed by the course outline in the areas of foods, clothing and grooming.

V. Credit:

A student will receive 1/2 unit of credit upon successful completion of the course.

VI. Bibliography:

So You are Ready To Cook
Teen Guide to Homemaking

HOME ECONOMICS - Eighth Grade
(Required-Girls - 1 Semester)

I. Course Structure:

The eighth grade program builds on developed seventh grade skills in food preparation and clothing construction. The program incorporates more advanced foods and clothing projects. In addition, units of child care and housing are offered.

II. Objectives:

The course is designed to: 1) Develop an interest in the home through the home economics program; 2) apply knowledge in clothing construction; 3) apply knowledge in meal preparation; 4) gain an understanding of children and their development; 5) understand basic principles of housing and house plans; and 6) apply knowledge of art principles in housing, clothing, and food preparation.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Laboratory experiences in foods and clothing units; 2) instructor demonstrations and lectures; 3) bulletin boards - student and teacher constructed; 4) use of audio-visual materials; 5) assigned readings; and 6) skits with student participation.

IV. Requirements:

A student is required to complete all projects as designed by the course outline in the areas of foods, clothing and grooming.

V. Credit:

Upon successful completion of the course a student receives 1/2 unit of credit.

VI. Bibliography:

So You Are Ready To Cook
Teen Guide to Homemaking
Clothing for Moderns
Understanding Children

PHYSICAL EDUCATION - Boys - 7th - 8th Grades
(Required)

I. Course Structure:

The course is organized to provide each student the opportunity to participate in group activities as well as individual activities. Participation will be based, to a degree, upon the individual skills a student possesses so that a sense of enjoyment and satisfaction can be achieved. The development of skills and the sophistication of all activities will be sequential by grade level. Activities offered during the year include:

1. Seventh Grade
   - a. P.F.I.
   - b. Flag football
   - c. Line soccer
   - d. Wrestling
   - e. Basketball
   - f. Table tennis
   - g. Paddle tennis
   - h. Weight training
   - i. Volleyball
   - j. Gymnastics
   - k. Trampoline
   - l. Track and Field
   - m. Softball
   - n. Physical Fitness

2. Eighth Grade
   - a. P.F.I.
   - b. Flag football
   - c. Soccer speedball
   - d. Wrestling
   - e. Basketball
   - f. Table tennis
   - g. Paddle tennis
   - h. Weight training
   - i. Volleyball
   - j. Gymnastics
   - k. Trampoline
   - l. Track and Field
   - m. Softball
   - n. Physical Fitness

II. Objectives:

The course is designed to: 1) Promote and enhance in each student, a sense of physical fitness; 2) acquaint the student with a variety of sports and activities; 3) develop concepts and generalizations about the various movements of the body involved in sports and activities; 4) provide experiences for learning and developing skills to be used in activities outside of school and in later life; 5) provide an outlet for excess energy and aggressiveness; 6) develop a sense of masculinity; 7) provide instruction geared toward the ability of each student; and 8) involve the student in the area of physical education by providing the individual a choice in some activities.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Changing teaching strategies to meet the indivudual student needs from activity to activity and from skill to skill including: a) Part-whole-part; b) whole-part-whole; c) demonstration-emulation; d) trial and error; and e) discovery; 2) provide the student with a variety of activities and then permit a choice of two combination activities for participation; and 3) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Purchase uniform(s) and equipment. All auxiliary equipment will be furnished by the student; 2) mark all equipment as outlined by the instructor; 3) maintain uniforms and equipment as outlined by the instructor; 4) shower as per instructions from the teacher; 5) maintain and practice established safety standards; 6) abide by the rules and regulations for the care of locks and lockers; 7) participate in all class activities; 8) provide an excuse from a physician in case of not being able to participate full time in the program or if participation is to be limited; and 9) pay the required towel fee of $2.00 per year.

V. Credit:

Upon successful completion of the course a student will receive 1/2 unit of credit.

VI. Bibliography:

A variety of printed materials is available for individual or group use.

PHYSICAL EDUCATION - Girls - 7th - 8th Grades
(Required)

I. Course Structure:

The course is organized to provide each student the opportunity to participate in group activities as well as individual activities. Participation will be based, to a degree, upon the individual skills a student possesses so that a sense of enjoyment and satisfaction can be achieved. The development of skills and the sophistication of all activities will be sequential by grade level. Activities offered during the year include: Soccer; physical fitness exercises; rhythmic exercises; tumbling activities; apparatus activities; badminton; volleyball; basketball; creative dance; track and field; and softball. The girl's physical education classes are structured according to interest groups and ability levels. For example, during the winter quarter a student is given a choice of participating in tumbling-gymnastics, volleyball, modern dance and basketball, or a combination of any two activities. After a student has made selections, grouping is done according to skill ability for the particular activity.

II. Objectives:

The course is designed to: 1) Promote and enhance in each student, a sense of physical fitness; 2) acquaint the student with a variety of sports and activities; 3) develop concepts and generalizations about the various movements of the body involved in sports and activities; 4) provide experiences for learning and developing skills to be used in activities outside of school and in later life; 5) provide an outlet for excess energy and aggressiveness; 6) develop a sense of femininity; 7) provide instruction geared toward the ability of each student; and 8) involve the student in the area of physical education by providing the individual a choice in some activities.

III. Methods of Instruction:

Various methods are used in the course. These methods include: 1) Changing teaching strategies to meet the individual student needs from activity to activity and from skill to skill including: a) Part-whole-part; b) whole-part-whole; c) demonstration-emulation; d) trial and error; and e) discovery; 2) provide the student with a variety of activities and then permit a choice of two combination activities for participation; and 3) use of audio-visual materials.

IV. Requirements:

A student is required to: 1) Purchase uniform(s) and equipment. All auxiliary equipment will be furnished by the student; 2) mark all equipment as outlined by the instructor; 3) maintain uniforms and equipment as outlined by the instructor; 4) shower as per instructions from the instructor; 5) maintain and practice established safety standards; 6) abide by the rules and regulations for the care of locks and lockers; 7) participate in all class activities; 8) provide an excuse from a physician in case of not being able to participate full time in the program or if participation is to be limited; and 9) pay the required towel fee of $2.00 per year.

V. Credit:

Upon successful completion of the course a student will receive 1/2 unit of credit.

VI. Bibliography:

A variety of printed materials is available for individual or group use.

STUDENT ASSISTANT - OFFICE
(1 Semester or 1 Year)

The course provides a student with the opportunity to become familiar with the normal procedures of an office and perform a valuable service to the school. In order to enroll, a student must demonstrate an initiative for this type of work and possess a degree of adequacy , courtesy, and correct office manners in order to effectively meet and work with the faculty, students, and parents.

STUDENT ASSISTANT - LIBRARY - 7th - 8th
(1 Semester or 1 Year)

The course provides a student with the opportunity to become familiar with the normal procedures of a library, and the knowledge of library and audio-visual materials, and perform a valuable service to the library. Not only does a student benefit by acquiring a knowledge of the library and its functions, but he is also able to make an invaluable contribution to the school.